Strategic Goals

1: Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Start: 7/1/2016
End: 6/30/2020

Progress:
Providing Department: Academic Affairs
Responsible Roles:

Related Items
1.1: Recruitment, retention, and graduation action priorities.

Start: 7/1/2016
End: 6/30/2017

Progress:

Action Priority
- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Progress: [You do not have access to view this field.]

Providing Department: Academic Affairs

Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

   Action Priorities:
   
   - Identify and implement new strategies for recruitment purposes.
     
     ○ Unit: Admissions, Enrollment Management Committee (EMC)
   
   - Engage and train faculty and staff in support of our recruitment efforts.
     
     ○ Unit: Provost, Deans, Associate Vice President of Enrollment Management
   
   - Provide institutional and financial support for recruitment activities.
     
     ○ Unit: President and Provost
   
   - Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
     
     ○ Unit: Assistant Provost for Student Success and Retention
   
   - Deployment of technological tools to enhance recruitment.
     
     ○ Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

   Action Priorities:
   
   - Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
     
     ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department C
   
   - Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
     
     ○ Unit: Provost, Deans, and Center for Teaching Excellence
   
   - Facilitate and support continuous improvement of campus learning environments.
     
     ○ Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

   Action Priorities:
   
   - Review and establish a mechanism to assess student-learning outcomes in the Gen
Education Program for continuous improvement.

- Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant pro...
Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.

- Unit: Provost, Deans, and Center for Teaching Excellence
- Results: Center for Teaching Excellence-see attachments.

Facilitate and support continuous improvement of campus learning environments.

- Unit: Provost, Dean, Library Director
- Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.

- Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
- Results: See General Education Program Report

Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions
- Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.

- Unit: Provost, Deans, Department Chairs
- Results: Completion of Program Review

Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

- Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
- Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

Continuously assess, develop, and support academic programs to meet the needs of a changing student population
Program Review Guidelines
SLAAG Annual Report
Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
EMC Plan 2016-2017
FSU PAR Data Reveal
Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Gen Ed Report Fall 2016
Provide a learning environment to facilitate and support students’ academic and personal growth and success.
EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students
With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concerns and mid-term warnings.

2. First Year Student Scheduling Audits
CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign
Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning
CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.
5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office’s initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost’s office to offer two academic recovery sessions during the first week of fall and spring semesters for all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is specifically towards helping students on academic probation / warning with study skills, time management setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.
What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employee’s talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.
**The process of assessment per Action Plan: How were the results assessed?**

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

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**What were the results?**

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or
removed

3 emailed for ENGL 101 requirement

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.
5.2 Both new counselors completed required HR on-boarding tasks before respected date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

**How was this plan and results conveyed to your Division/Department?**

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

**Evidence, artifacts, and or back up documentation**

- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

**2016 Student Support Services Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service of the program. The staff chose to intensify the services they were providing to transfer students by offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students and completed a checklist of information transfer students should have: GEP Program, Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue to meet transfer students individually and use the checklist they developed to make sure transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Enhance the quality of academic advising and assessment thru benchmarking and by
incorporation of innovative best practices.

- Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

**Providing Department:** Academic Affairs

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**2016 Academic Affairs Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017

**Progress:** [You do not have access to view this field.]

**Providing Department:** Academic Affairs

**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Master Goals:**

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

**Action Priorities:**

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
• Deployment of technological tools to enhance recruitment.
  
  ○ Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

   Action Priorities:

   • Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
     
     ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department C

   • Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
     
     ○ Unit: Provost, Deans, and Center for Teaching Excellence

   • Facilitate and support continuous improvement of campus learning environments.
     
     ○ Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

   Action Priorities:

   • Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
     
     ○ Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

   • Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
     
     ○ Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

   Action Priorities:

   • Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
     
     ○ Unit: Provost, Deans, Department Chairs

   • Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
     
     ○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services to prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
- Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.
  2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chair
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.
  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
  - Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population.
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concerns and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office’s initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participle academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.
2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student service units (SSU), Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize self-assessment surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?
1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered students contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.
4.2 100% of students indicating a need for schedule change will be contacted via email before the end of add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendation summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.
What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)
564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained an course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.
4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended a workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students  Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected date. Each counselor has taken a lead in CAAR initiatives while also collaborating on larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocation.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate with the Academic Success Network to support students in need Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.
5. CAAR will continue to make use of the talents within our team. With the addition of new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Prov Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase the number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media
2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

**What are the Measures/Metrics used to assess effectiveness?**

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

**The process of assessment per Action Plan: How were the results assessed?**

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

**What were the results?**

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

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2016 Admissions Annual Report
**Start:** 7/1/2016
**End:** 6/30/2017
**Progress:** [You do not have access to view this field.]
**Providing Department:** Admissions
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Enhanced recruitment efforts in targeted Maryland counties and the Regional Tuition area (freshman and transfer recruitment).

Strategies were developed to enhance recruitment efforts in targeted Maryland counties and Regional Tuition Area (particularly Northern Virginia). This included additional high school visits, guidance counselor emails, admitted student receptions, consistent email messaging to inquiry and admitted students, and a phone-calling program with an outside vendor and with student and staff.
2. Provide enhanced visit opportunities for students including the new Admitted Student Orientation programs hosted by the three colleges.

Our Interim Provost and Deans proposed the idea of having an Admitted Student Orientation which would be held in the spring and would connect admitted students to faculty and academic departments. Unfortunately, they were not able to put this event together. Instead they worked with the Office of Admissions to reconfigure one of the spring Admissions Open House programs to include a Student Showcase. This Showcase included individual locations for each college to have current students and faculty demonstrate projects and research with which they are involved.

Efforts were also made to enhance the daily office visits and other campus visit options.

3. Special recruitment strategies for counties in Maryland where we struggled in 2016. This includes Frederick County, Montgomery County, and Prince Georges County.

Strategies were developed this year to try to combat our downturn in numbers of students from these three counties. Admitted student receptions were held in each of these counties in March. In addition, we did onsite admissions review at selected high schools in Montgomery County hosted several groups from these areas for campus visits.

4. Special yield efforts to correct significant drop in yield in 2016.

The emphasis in this effort was increased communication. Strategies were developed to increase and improve our communication at all areas of the admissions funnel. This included increased communication with inquiries, applicants, and admitted students. The channels of communication were recruitment travel, campus visits, campus events, emails, phone calls, admitted student receptions, and coordination with other campus recruiters (i.e. athletics and performing arts.

5. Work with faculty and staff to develop opportunities for them to assist us in the recruitment process.

Several academic departments have worked closely with the Office of Admissions this year to coordinate recruitment efforts. All interested faculty were provided with contact information for admitted students. In addition, we worked closely with the faculty to integrate the Student Showcase program into the Admissions Open House. Continued efforts were also made to improve faculty integration into our regular campus visit program.

6. Develop more opportunities to utilize technology in the recruitment process. This will include the development of a new online application through College Net, a new CRM through TargetX, and the utilization of enrollment data through Helio Campus.
Tremendous efforts were put forth this year to integrate all of the new technology into the University’s recruitment efforts. In terms of the new application, new CRM, and new data dashboards, we were in the training and implementation process with all of these during this recruitment cycle. We anticipate that these efforts will positively impact our recruitment efforts in the coming year.

Specify your Division/Department Actions Priorities/Plans.
- Increased number of high school visits and other recruitment opportunities in our targeted areas. Increased email communication to students and guidance counselors.
- Offer more weekly and weekend visits. These include open houses, admitted student programs, weekly visits, and special group programs (i.e. athletic teams & academic programs).
- Offering admitted student programs in Frederick, Montgomery, and Prince Georges Count
- Make significant changes to our communication to admitted students to increase yield. This will involve admissions staff, financial aid staff, faculty & staff, athletic coaches, and other. Timing of communication will be emphasized. In addition, make significant changes to our merit scholarship grid and include award amount in the admission letter.
- Work with individual academic departments to develop communication flow to admits and inquiries. Continue to work with Student Affairs to involve their staff and current student the recruitment process.
- Continue to work on the implementation of these new technology initiatives.

What are the Measures/Metrics used to assess effectiveness?
* Number of high school visits in targeted areas. Number of email communications sent.

* Number of visit opportunities provided during the recruitment year.

* Number of admitted student receptions in each county.

* The method, number, and timing of contacts to admitted students. Review of merit scholarship awarding, communication, and scholarship amounts.

* Number of academic departments actively involved in recruitment efforts. Number of recruitment activities involving Student Affairs personnel.

* Progress update on new technology initiatives.

The process of assessment per Action Plan: How were the results assessed?
The Associate Provost for Enrollment Management and the Director of Admissions work with
to assess the data from all of the Action Priorities. Utilization of travel reports, campus visit recruitment program data, communication plan data, and data from our student information system will provide our assessment information.

**What were the results?**
* Despite our increased recruitment efforts in the targeted counties and Regional Tuition Area current freshman enrollment from these areas has not increased. We are slightly behind in targeted counties and even with last year in the Regional Tuition Area. The focus of our Regional Tuition Area recruitment was Northern Virginia. We did increase our number of high school and college fairs in Northern Virginia. We are up slightly in the number of freshman deposits in that area.

It is also important to note that extra efforts were put forth this year to increase our recruitment of transfer students. A contractual recruiter was hired for the spring semester and was tasked with visiting community colleges throughout Maryland and the Regional Tuition area. Our number of community college visits increased 28% this year (over fall 2016). Unfortunately, our current numbers show that we are 9% down in the number of admitted and deposited transfer students.

In term of email communication, after previously working with an outside vendor, this year we were able to have our University Advancement Office (using Spectate marketing tool) send out the emails. Overall, this year we managed three different email campaigns: 2017 inquiries, admits, and 2018 inquiries. These email campaigns ran from October 2016 to June 2017. Total of 128,191 emails were sent. The open rate for the emails was 23%.

* As previously noted, the Admitted Student Orientation, proposed by the Interim Provost and academic deans was not held this year. They instead added a student showcase to one of our spring open house programs. We did provide several enhancements to our daily visit program and worked with our athletic coaches to provide admissions presentations at their weekend visits. We also had seven admissions open house programs on selected Saturdays.

* We met our goal of having an admitted student reception in Frederick, Montgomery and Prince Georges Counties. We had not done an orientation in Frederick or Prince Georges in the previous years.

* Our yield efforts have helped increase our yield rate (percentage of admitted freshmen paying their admission deposit) for incoming freshmen. As of 7/21/17 our freshman yield rate was 33.9%. That compares to 33.3% at the same time last year.

* Several academic departments including Education, English, Foreign Languages, Music, Recreation, and Theatre worked with Admissions to enhance their recruitment efforts. All departments continued to be represented at admissions open house programs and worked hard to provide student showcase experiences at one of our open house programs.

In the Student Affairs area, the students in ECHOSTARS made phone calls to our admitted
students to talk about student life opportunities on campus.

* After a year of training and preparation, the Office of Admissions is just about ready to go with our new CRM (customer relationship management) from Target X and our new online application from College Net. These new additions will greatly enhance our communication with prospective students and provide a more user-friendly application experience.

Also, our work with HelioCampus will help provide us with a significant amount of data that will help drive our recruitment efforts. These dashboards can show everything from trend data to providing percentage scores on which students are most likely to enroll here.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Since we have not seen the positive enrollment growth from our recent initiatives, we are reassessing our plans for the coming year. With the state of Maryland still in the midst of a decline in the number of high school graduates, we will continue to look for other recruitment markets in the Regional Tuition Area. However, we must continue to look for ways to increase the yield rate for admitted students from Maryland.

We are also looking at increasing our marketing efforts to increase our name awareness and communicate the advantages of a Frostburg State University education. This obviously will require a financial commitment to pay for these advertising/marketing efforts.

We will be adding additional contractual recruiters (recent graduates) to enhance our fall recruitment team. These recruiters will work from August through November and will help us to reach more schools and college fairs.

Our new technology initiatives all required significant resources. Also, hosting additional admitted student receptions at various locations requires additional resources.

How was this plan and results conveyed to your Division/Department?

Planning efforts in admissions were developed and vetted through the Enrollment Management Committee, the Enrollment Advisory Council, the Provost and the Provost’s Advisory Council. Results of these initiatives continue to be communicated to all above listed.
Evidence, artifacts, and or back up documentation

- 2017 Enrollment Plan
- Enrollment Management Strategic Plan

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1:

The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: CLAS #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.

1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing
1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some extent and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.
What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?

Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.

1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and success upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This plan is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?

1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

**The process of assessment per Action Plan: How were the results assessed?**
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

**What were the results?**
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training
4. Create and facilitate training for departments to use a faculty workload calculator.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.
Evidence, artifacts, and or back up documentation
- HELIO
- HELIO/FSU presentation
- Middle States
- Monitoring Report Due March 1
- PAR
- FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.
Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach - CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?
1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi
sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to attendees at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees’ talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.
2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirement

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.
2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were offered an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and student contacts now that more team members are involved. Enhancement funds were granted to FSU for support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted II Interventions
- ORIE Course Evaluation 2168 - Results

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerings...
delivery methods to meet the regional and state-wide work force needs.

3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

**Specify your Division/Department Actions Priorities/Plans.**

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendley" application for admission
   h. Continue international recruitment efforts

2. **Graduate Program Offerings:**

   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   a. Support new program development
   b. Coordinate the redesign of the M.Ed. Interdisciplinary program
   c. Support the development and implementation of the MBA program 7 week model

3. **Efficiency and Effectiveness of OGS:**

   Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.
a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey
c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

   a. Coordinate the transition of the reallocation of GA positions across campus
   b. Coordinate the meet and confer meetings for GAs with administration
   c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

   a. Participate in the USM Assessment Initiative
   b. Participate in GLAAG
   c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs. Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS. Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report
5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

**Measures: Student Survey Data and 6 year Graduate Rates**

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td>Sample Registration report</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile. Revise agreement and</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
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<tr>
<td>International Development</td>
<td>Developed and New</td>
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</table>
2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018 Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email MHEC</td>
<td>Development</td>
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<td>Development</td>
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<tr>
<td>MS Physician Assistant</td>
<td>Summer 2019 Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development. goal to next year</td>
<td></td>
</tr>
<tr>
<td>Support Redesign</td>
<td>1 M.Ed. Interdisciplinary Fall 2018 Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,</td>
<td>Continue with Phase II. Move goal to next year.</td>
<td></td>
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<tr>
<td>of Interdisciplinary</td>
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<tr>
<td>Program</td>
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<tr>
<td>New Delivery Model</td>
<td>1 MBA - 7 week model Fall 2017 Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Assessment of fall and spring, Meeting Summary 2017/128 Issues/Concerns, 7 enrollment data and develop 7 week implementation and survey to assess student satisfaction Announcements and survey to assess Course Schedule, Academic Calendar satisfaction with the new model.</td>
<td>New Goal next year</td>
<td></td>
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<tr>
<td>for MBA program</td>
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3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has led to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWS system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented</td>
<td>Survey Results</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Graduation.</td>
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<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign</td>
<td>Survey, DEAG Meeting Minutes</td>
<td>Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
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<tr>
<td></td>
<td>Completed in Spring 2016.</td>
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<td></td>
<td>Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
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<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard.</td>
<td>Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
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4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which met not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Graduate catalog is a 2017/18 task.</td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education).
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Programs Advancing Student Success Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Fully Implement PAL Program:
The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop skills to meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and conduct workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social science and humanities courses and other areas not covered by tutoring services.

2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on academic probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assistance in developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes and/or transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should complete their credit-bearing math and freshman composition classes within their first 24 credits.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Develop Program in Cumberland Hall:
Train PALs
Create welcoming space in basement
Coordinate programming with RAs

1.2 - PALs in Pullen:
Train PALs to encourage regular appointments with students with midterm warnings
Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:
Run queries to identify students who have not taken math or ENGL 101.
Coordinate with CAAR office to prepare email messages to students and their advisors advising them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Number of students who participate in the program and their academic standing after fall and spring semesters will be measured. We will compare the GPAs and number of credits earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester GPA for students on AP/AW as well as the number of students who are removed from AP after meeting with learning specialist or participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and English requirements within their first 24 credits.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Comparison of GPAs and number of credits earned between students who do and do not participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met with learning specialist or academic counselor and/or PAL; determine number of those students who were removed from AP after that semester.

3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 1; email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.
What were the results?

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an average of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) earned an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 students (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good academic standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the following semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic status; 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on AP for the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from AW); 5 (23%) continued on AP; and 7 (32%) were academically dismissed. Most of the 22 students only once with a learning specialist.

43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollment. 92 students with 24 or more credits did not have college level math credit or enrollment, but were enrolled in a DVMT class - 55 still needed a math course.

Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollment. Students with 24 or more credits still needed a college level math course - not including students enrolled in a DVMT class.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to reside in the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORIE classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year's students to help - especially the stat concerning the high rate of academic dismissal and the fact that very few students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings required of those students and via targeted email messages. If more of those students take advantage of tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.

No resources will be allocated or redistributed.

How was this plan and results conveyed to your Division/Department?

1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.

3.1 - Information shared with CAAR.

Evidence, artifacts, and or back up documentation
Specify your Division/Department Goals Priorities.
1. Develop an improvement plan for the Registrar's Office.
2. Improve the student experience with Registrar's Office functions.

Specify your Division/Department Actions Priorities/Plans.
2a. Implement the Scheduling Assistant.
2b. Implement electronic transcripts.

What are the Measures/Metrics used to assess effectiveness?
1. The outcome will be an office improvement plan. The self-assessment process will identify number of actions that should enhance the office and service to all its constituents. These actions will be prioritized based on the knowledge required, resources needed, chance of success, and impact on services. The plan will represent the consensus of the office personnel.
2a. Students using Scheduling Assistant will register for more credit hours than comparable, propensity-score matched students who did not employ the Assistant.
2b. The transition to a third-party ordering solution will be seamless for requestors.
   Requests for electronic transcripts by students will become an attractive alternative to paper transcripts.
   The cost to the University will, at the least, will be negligible.

The process of assessment per Action Plan: How were the results assessed?
1. Registrar's Office staff met several occasions to assess and plan.
2a. Numbers of FSU students and advisors using the software were captured.
2b. Numbers of transcripts ordered and associated costs were summarized.

What were the results?
1. A three-person team from the Registrar’s Office evaluated 1435 AACRAO Self-Assessment questionnaire items, combined into eight broad categories, and met with the Registrar seven times to review. The whole staff reviewed, commented on, and refined the analysis and developed a list of 11 actions to take to improve the office.
2a. Our predictive analytic software is not up and running, so we cannot develop propensity-scored matches. However, preliminary findings from our freshmen registration event in the summer of 2016, during which the Scheduling Assistant was used for the first time, suggest the Assistant may be contributing to the desired outcome. There was a rise in the average number of registered credits by participating freshmen to 15.43 from 15.07.
previous year.

2b. The Registrar’s Office does not have a formal assessment procedure to gauge “seamlessness,” but the staff deal day-to-day with transcripts, and address problems as soon as they arise, report that, generally, there was a smooth transition on the Go Live date. The biggest issues being current students not following the new path (drop/down box) in PAWS, recipients’ timeframe for downloading etranscripts was mistakenly set to 7 days instead of 14, and transcripts sitting in processing mode. Currently, the major issue is that the in-network email that Parchment uses by default for some organizations and schools does not send the transcripts to the correct recipient, e.g. transcripts are sent to the Registrar’s Office rather than the college within the university that needs the transcript.

After six months, etranscripts account for over a third (35%) of requests. Desired Outcome

After six months, the Frostburg State University has netted $2050 on 3071 orders for transcripts. While there were no direct upfront costs to deploy Parchment, the University is charged $3 per request. This cost plus a small additional fee is charged to former students for all transcript requests and current students for etranscript orders. These fees offset the $3 charge for the current students’ free mailed transcripts. The billing structure will be assessed after one year.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1. The long-term resource implications will be determined by the outcome of the self-assessment. To date, a three-person team from the Registrar’s Office has evaluated 1435 questionnaire items combined into eight broad categories, and met with the Registrar several times to review. The whole office will be involved with creating and evaluating the action steps. Next year will focus on completing the action steps. There will be minimum resource expense, mostly personnel time to complete the tasks.

2a. The Scheduling Assistant was purchased from the Student Tech Fee fund. Three University officials were primarily responsible for the implementation project and continue to play a role in maintaining the software and making minor modifications. One of the University officials also conducts periodic Scheduling Assistant training for advisors. The focus of the coming year will be on expanding the use of the software and assess the impact on student progress.

2b. A four-person team, two from the Registrar’s Office and two from IT, worked to configure PAWS with Parchment. The full-time position, that had as its major responsibility to manage transcript orders and mailings, was transferred to another office. The position was replaced with a part-time employee. The service requires constant tweaking to be responsive to student and receiver requests. Attention will also be given to new products offered by Parchment, e.g. electronic diplomas and extended transcripts.

How was this plan and results conveyed to your Division/Department?
Registrar’s Office discusses results and metrics at our staff meetings.

Evidence, artifacts, and or back up documentation

2016 Student Support Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service the program. The staff chose to intensify the services they were providing to transfer students offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue meet transfer students individually and use the checklist they developed to make sure transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's
2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid
warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

**Specify your Division/Department Actions Priorities/Plans.**

1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information
at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings
receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.

**What are the Measures/Metrics used to assess effectiveness?**

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show
improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis
missing any deadlines (which would necessitate using a paper timesheet).
The process of assessment per Action Plan: How were the results assessed?

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.
Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.
Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.
What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the project.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
the results?
Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States’ recommendations.
Continue current initiative to assess the Library’s impact on institutional retention efforts and student success.
Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library’s learning environment to facilitate and support student academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan.
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.
Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add to its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?
G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inventory the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff:

  The measures/metrics used to assess effectiveness: a. The current or proposed focus of curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatalog and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage in order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence on the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this...
priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or in collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, under the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literacy Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered
assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodonato researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the survey and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does it need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian and reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start of the project that it would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of the different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions. Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for
which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Mine Map images; worked closely with the administrators overseeing the College of Education's Ei program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database; led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initiative, Ort Library's successful introduction and initiation to having its own IR space in MD-SOAR; also coordinated and provided hands on leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU's historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. Annual increase in the cost of each subscription, whether it is a database or a journal. The library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are
contacted by the Library Liaison (library faculty assigned to academic discipline) for the
department faculty to discuss continued relevance of title and potential for increasing use by
students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and
reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study
  by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information
Technology and Procurement to identify and purchase five collaboration worktables to furnish
Library’s five group study rooms. The tables were selected to support new TeamWork
organization of which is to promote; foster student learning to the greatest extent possible through instructional development of
library’s Faculty Senate, the mission of which is to promote t faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in
achieving the Middle State’s recommendation to provide a facility for the committee, the Lib
Director, in consultation with the staff made arrangements to move shelving and a portion of the
collection located on 5th Floor for the construction of an office space. Construction commenced
August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development
activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr
staff to attend: in January, at the end of May, and in August before school starts. The 3-hour
meetings always include an hour of updates, an hour of open discussion, and an hour for
training/professional development. In FY 2017, all library staff were presented with the foll
development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided
  training on the use of ArtStor Digital Library, with over 1.5 million digital images in t
arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a
  presentation on the Library’s newly revised webpages for ILLiad, the users’ interface
  requesting items through interlibrary loan services. Virginia Williams, Cataloging
  Librarian, gave an orientation and training to the Library’s Online Coal Mine Map
  Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstra
  of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di
and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, etc.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the USMAI Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/or maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functionality of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by
pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald*, and *The Frostburg Spirit*. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of our cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Lil
Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff, and community in FY 2017. In addition to the list of displays that appeared in every StatesLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best-selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students, and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in-depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

**What were the results?**

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present, and recommend other types of assessment practices not previously implemented by the library staff, particularly as they relate to the assessment of the Library's Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services, and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national...
reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. Also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than a suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collective development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.
Increase the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017: an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.
In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library’s staff, both faculty and non-exempt, attending the President’s
convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association of College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategy initiatives.

Since its establishment in 1988, FSU’s Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership. FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair for CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten’s Academic Alliance repository vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Shc Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU’s representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.
Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship’s (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park, along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.
Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and Mary Jo Price who created the numerous displays, the Library continued to collaborate with the Children’s Literature Centre to co-sponsor and host 3rd Annual Harry Potter’s Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department’s Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of librarians and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library’s holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for years, a savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat
plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success and learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff, and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collection. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, will need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly in regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.
G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams an average of four two-hour shifts per week for eight weeks in the summer – June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library’s digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library’s budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from the publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, an equal percentage of the cost of periodical and database subscriptions increases annually, an equal percentage of Library’s operating budget must be redistributed to cover the subscriptions. Since the Library’s operating budget does not increase, an increase in the funds allocated to pay for periodicals results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results, Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library’s group study rooms to replicate the Gira CCIT building cost approximately $15,000 from the Library’s operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.
G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

No additional resources have been allocated in order to conduct this action prior to other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid for from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 were spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometimes resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

**How was this plan and results conveyed to your Division/Department?**

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library’s P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

**Evidence, artifacts, and or back up documentation**

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

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1. : Promote and support activities of educational distinction. (Aligns with University Goals 1 and 2: Acquisition and application of knowledge and providing engaging experiences.)

   Start: 7/1/2017
   End: 6/30/2018
   Progress: Ongoing

   **Providing Department:** College of Liberal Arts and Sciences

   **Responsible Roles:**

   **Related Items**

   1.a.: Ensure academic excellence through program and student learning outcomes assessment.
   
   Start: 7/1/2017
   End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Encourage and support faculty implementation of applied, experiential, and interdisciplinary learning activities.
  Start: 7/1/2017
  End: 6/30/2018
  Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.c.: Enhance classroom instructional environment to support improved student learning.
  Start: 7/1/2017
  End: 6/30/2018
  Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.d.: Encourage and support faculty research, creative activities, and other professional development activities involving students.
  Start: 7/1/2017
  End: 6/30/2018
  Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
Data from Baseline

Responsible Roles:

2: Provide a learning environment to facilitate and support students’ academic and personal growth and success.
  **Start:** 7/1/2016
  **End:** 6/30/2020
  **Progress:**
  **Providing Department:** Academic Affairs
  **Responsible Roles:**

Related Items

2.1: Learning environment strategies.
  **Start:** 7/1/2016
  **End:** 6/30/2017
  **Progress:**

**Action Priority**
- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

**Providing Department:** Academic Affairs

**Documentation**
No items to display.

Data from Baseline

Responsible Roles:

**2016 Academic Affairs Annual Report**
  **Start:** 7/1/2016
  **End:** 6/30/2017
  **Progress:** [You do not have access to view this field.]
  **Providing Department:** Academic Affairs
  **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
**Master Goals:**
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academic and personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and
application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
○ Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  ○ Unit: Provost, Dean, Library Director
  ○ Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions
  ○ Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

  Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ○ Unit: Provost, Deans, Department Chairs
  ○ Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  ○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  ○ Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

Continuously assess, develop, and support academic programs to meet the needs of a changing student population.

Program Review Guidelines
SLAAG Annual Report
Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
EMC Plan 2016-2017
FSU PAR Data Reveal
Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Gen Ed Report Fall 2016
Provide a learning environment to facilitate and support students’ academic and personal growth and success.

EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team, CAAR hopes to increase the number of academic coaching sessions with first-year students with Freshman Progress Survey concerns and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office’s initiatives.
Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving mid-term warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.
What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered students with scheduling concerns contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to update evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and either meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees’ talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.
1.2 Percent of MTW students emailed and count of follow-up coaching sessions.
2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts
2.2 A list of all Preview attendees for each session was used to keep track of audits.
3.1 Work group meets.
3.2 New instrument developed and implemented.
3.3 Percent of student completing evaluation measured.
3.4 Timeliness of results back to ORIE faculty/advisers noted.
4.1 Distribution of probation/warning documents to students. Student presenters identified.
4.2 Percent of students requiring assistance notified. Referral process complete.
4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.
5.1 Counselors hired.
5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them.
100% of students with 3 or more course concerns were emailed an invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.
1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)
564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained a course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review the evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and students contacts now that more team members are involved. Enhancement funds were granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

**How was this plan and results conveyed to your Division/Department?**
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi) - attached.

**Evidence, artifacts, and or back up documentation**

- [ASN Targeted Interventions](#)
- [ORIE Course Evaluation 2168 - Results](#)

**2016 Tutoring Services Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Tutoring Services
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Increase Number of Students Using Tutoring Services: Make concerted effort to incr
the number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.

1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis w/o missing any deadlines (which would necessitate using a paper timesheet).
The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.
Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:
The Department will work with administration and conduct internal review about budgetary for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs #1]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.
1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.
What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?

Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training
4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training
Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.
2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?
1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.
4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to each attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.
5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)  
564 had no issues  
76 were not registered at the time of review  
31 emailed for no credit-bearing math  
54 emailed to confirm major (course selection indicated possible new major)  
7 emailed for incorrect math course for major  
20 emailed because schedule contained an course that would need added, swapped, or removed  
3 emailed for ENGL 101 requirement  
2 emailed for co-req or pre-req not met  
5 emailed PRAISE for excellent GPAs  

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administer survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.
4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were offered an offer of assistance in forming their academic recovery plan. 7 students attended an workshops to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections therefore also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due dates. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductory. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forward to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START
5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and student contacts now that more team members are involved. Enhancement funds were granted to Frostburg State University in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

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<tbody>
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<td>ASN Targeted IInterventions</td>
</tr>
<tr>
<td>ORIE Course Evaluaiton 2168 - Results</td>
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2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830-5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide workforce needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate
enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets 
b. Develop a "Grow Your Own" recruitment strategy 
c. Increase digital marketing efforts 
d. Increase number of Graduate Fairs attended for outside recruitment 
e. Host recruitment webinars for the MBA, Ed.D. and MBA program 
f. Participate in the website redesign 
g. Develop and implement new online "user friendly" application for admission 
h. Continue international recruitment efforts

2. Graduate Program Offerings:
Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

a. Support new program development 
b. Coordinate the redesign of the M.Ed. Interdisciplinary program 
c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey 
b. Coordinate the redesign of the online education survey 
c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus 
b. Coordinate the meet and confer meetings for GAs with administration 
c. Develop and implement a GA satisfaction survey
5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative
b. Participate in GLAAG
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase). Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program...
the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017). (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td>Revise agreement and</td>
</tr>
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Student Initiatives  implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China. Support New Program Development and Program Redesign

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email MHEC</td>
<td>Steps/Improvement Development</td>
</tr>
<tr>
<td></td>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>1 M.Ed. Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses</td>
<td>Continue with Phase II. Move goal to next year.</td>
<td></td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Assessment of fall and spring 2017/18 enrollment data and weeks of concern in weeks' implementation and development, student satisfaction and academic calendar satisfaction with the new model</td>
<td>New Goal next year.</td>
</tr>
</tbody>
</table>

### 3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in the collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.

<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes, Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard. Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
</tr>
<tr>
<td>Task</td>
<td>Status/Outcome</td>
<td>Documents</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Graduate Assistantship</td>
<td>All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017.</td>
<td>Guidelines for implementation</td>
</tr>
<tr>
<td>Reallocations Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet and Confer</td>
<td>Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018.</td>
<td>Summary of Meet and Confer Meeting Document</td>
</tr>
<tr>
<td>GA Satisfaction Survey</td>
<td>Not completed</td>
<td></td>
</tr>
</tbody>
</table>

**5. Advocacy for Academic Quality**

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which did not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide the opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG, OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed</td>
<td>OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Did not meet.</td>
<td>Graduate catalog is a 2017/18 task.</td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</td>
<td>See survey documents</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to use the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**

The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators, and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media
2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings and receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

   - Set up the timesheet system
   - Conduct trainings with all tutors on the new timesheet protocol.

**What are the Measures/Metrics used to assess effectiveness?**

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

**The process of assessment per Action Plan: How were the results assessed?**

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

**What were the results?**

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only...
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including K-12 outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.
Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.
1.b. - Planning is continuing for the program.
1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.
2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.
2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration at Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding of the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects.

CLAS sponsored several activities of educational distinction including the Undergraduate Res
Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of project and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINs; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean’s Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean’s Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessor Council, SLAAG, GLAAG, and the General Education Assessment Committee.
How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library’s responsibilities in accomplishing other Middle States’ recommendations.
Continue current initiative to assess the Library’s impact on institutional retention efforts and student success.
Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library’s learning environment to facilitate and support student academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan.
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.
G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.
G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.
G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.
G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.
G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.
G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.
G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add to its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inventory the Library’s circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library’s digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and:

  The measures/metrics used to assess effectiveness: a. The current or proposed focus on curriculum for each academic department as new programs and course changes are rep
to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatalog and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (librarian faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage in order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence on the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.
G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:
- A documented inventory of the events/activities that will have been sponsored by, or host collaboration with the Ort Library and other organizations by December 31, 2017;
- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

**The process of assessment per Action Plan: How were the results assessed?**

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activity within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literacy Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrod, researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?
In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian, and being reviewed by the library faculty. General policies related to building access, closing, and the use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in FY 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start that the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of the different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions. Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are:

a. the number of items in the physical collection for which records are missing from the database;

b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed;

c. the number of records with incorrect or incomplete information that need to be corrected;

d. the number of items damaged and in need of repair or deselection;

e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library’s collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal and Map images; worked closely with the administrators overseeing the College of Education’s Ei program to develop and implement procedures for the final review and approval of Ed.D doc candidates’ dissertations for publishing in ProQuest’s Digital Dissertations & Theses database; led, as FSU’s representative to the Maryland libraries’ digital institutional repository (IR) initiative, Ort Library’s successful introduction and initiation to having it’s own IR space in MD-SOAR. Anna also coordinated and provided hands on leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU's Frostburg State University
related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU's historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 163.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and journal. A primary factor for considering cancellation is if the cost per article is close to or exceed the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for the Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote...
foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the University achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University's benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, etc.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associate College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that are pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:
Since its establishment in 1988, FSU’s Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions’ (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI’s Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the function of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff’s interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI’s Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library’s participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.
Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of three cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsoring open house for new faculty, students and staff on Monday, August 22, 2016 - the week before the Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of librarians...
liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library’s holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. Also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary
summary of the results of the two surveys with analysis was made available to all library sta
June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where
necessary; identify need for new policy statements and draft appropriate language for inclusion
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff or
departments.

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G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

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development project to inventory the Library’s 220,000+ circulating monograph collection
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holdings records to a new shared USMAI database in approximately 2 years. The project is as
aids the Library in assessing the quality of the collection in regard to strengths and weakness
in academic coverage, locating items in need of repair and identifying titles/collections that are
outdated, irrelevant, and possible candidates for deselection. Since the data is still being
collected, the results are incomplete at this time.

- Increase the number/type of the Library’s digital archives and collections; including an in
the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the
size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a
project of digitizing FSU’s historical commencement programs for inclusion in
eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI
before leaving FSU for a position at another academic library in January 2017. Also in 2017, the
Library continued to support the initiatives of the Digital Projects Librarian by investing in a
significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storag
and graphics capabilities was purchased and installed in the lab in October 2016. In January
a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of
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eScholarship@Frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscrip
to ensure adequate coverage of curricular and research needs of FSU students, faculty or
staff.

To ensure effectiveness in the expenditure of the Library’s materials budget, the library facul
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adequate coverage of curricular and research needs of FSU students, faculty and staff. Every
subscription title is reviewed for renewal or cancellation. If we are currently receiving a peri
in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45

It was agreed to implement a subscription to Kanopy for streaming video in January 2017. It was agreed to implement a subscription to Kanopy for streaming video in January 2017.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish the Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for the Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the center, the Library Director, in consultation with the staff, made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

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- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presen
on the Library's newly revised webpages for ILLiad, the users' interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.

- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017, currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders. FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI community and some of the initiatives they co-chaired or participated in for FY 2017:
Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair for CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.

Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;

Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;

Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Shc Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.

Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;

MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;

Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with expanding and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, students, and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the...
coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee
with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in-depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for years, a savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

1. **What is the focus for the upcoming year's plan?**

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success and learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third goal will be to continue to improve the quality of and access to the Library’s collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, will need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed
attention to increasing our digital collections assuming we will have successfully completed the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams of four two-hour shifts per week for eight weeks in the summer - June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library’s digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library’s budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library’s operating budget must be redistributed to cover the subscriptions. Since the Library’s operating budget does not increase, an increase in the funds allocated to pay for periodicals and serials results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results
Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library’s group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library’s operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library’s operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty, staff, and students.

No additional resources have been allocated in order to conduct this achieve this action priority other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 were spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

**How was this plan and results conveyed to your Division/Department?**

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library’s P-drive and a link emailed
the staff.

- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

2.: Serve as a collaborative partner in cultural engagement, economic development collaboration, and K-12 outreach to the local community, region, and state. (Aligns with University Goal 3: Expanding regional outreach and engagement.)

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences

Related Items

2.a.: Support and continue educational outreach programs to the public through the Multimedia Learning Center, Center for Literary Arts, the FSU Museum of Natural History, and other means.

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Promote FSU outreach programs for K-12 students.

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
Data from Baseline

Responsible Roles:

2.c.: Partner with local, regional, and state businesses to enhance economic development.
   Start: 7/1/2017
   End: 6/30/2018
   Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3: Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Start: 7/1/2016
   End: 6/30/2020
   Progress:
   Providing Department: Academic Affairs
   Responsible Roles:

Related Items

3.1: Student learning preparation.
   Start: 7/1/2016
   End: 6/30/2017
   Progress:

Action Priority
- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation
Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
Facilitate and support continuous improvement of campus learning environments.

- Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment & Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates...
while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

   Action Priorities:
   - Identify and implement new strategies for recruitment purposes.
     ○ Unit: Admissions, Enrollment Management Committee (EMC)
     ○ Results: See Enrollment Management Admissions report and EMC plan attached.
   - Engage and train faculty and staff in support of our recruitment efforts.
     ○ Unit: Provost, Deans, Associate Vice President of Enrollment Management
     ○ Results: College hosted open house completed in April 2017. See EMC results for additional details.
   - Provide institutional and financial support for recruitment activities.
     ○ Unit: President and Provost
     ○ Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
   - Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
     ○ Unit: Assistant Provost for Student Success and Retention
     ○ Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
   - Deployment of technological tools to enhance recruitment.
     ○ Unit: Associate Vice President of Enrollment Management
     ○ Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academ
personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chair
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence—see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
  - Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:
The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs #1]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs #1]
Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major/Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum and the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology track, particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director, Ph.D., and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.
5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

**What are the Measures/Metrics used to assess effectiveness?**
Reporting during bi-monthly department meetings.

**The process of assessment per Action Plan: How were the results assessed?**
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

**What were the results?**

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

**How was this plan and results conveyed to your Division/Department?**
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

**Evidence, artifacts, and or back up documentation**

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
**Start:** 7/1/2016
**End:** 6/30/2017
**Progress:** [You do not have access to view this field.]
**Providing Department:** Assessment and Institutional Research
**Responsible Roles:** [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training
4. Create and facilitate training for departments to use a faculty workload calculator.
How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation
- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.
Specify your Division/Department Actions Priorities/Plans.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

a. Setting enrollment targets
b. Develop a "Grow Your Own" recruitment strategy
c. Increase digital marketing efforts
d. Increase number of Graduate Fairs attended for outside recruitment
e. Host recruitment webinars for the MBA, Ed.D. and MBA program
f. Participate in the website redesign
g. Develop and implement new online "user friendly" application for admission
h. Continue international recruitment efforts

2. Graduate Program Offerings:
Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

a. Support new program development
b. Coordinate the redesign of the M.Ed. Interdisciplinary program
c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey
c. Participate in the implementation and development of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus
b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs. 

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016
an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment is showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017). (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
</tbody>
</table>

Webinars

- Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.
- Sample Registration report
- Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.

International

- Developed and New
- Revise agreement and
- Assessment of data for conversion to application and enrollment is needed.
Student Initiatives
implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.

Curriculum Plan
obtain leadership signatures and begin recruitment for students in Fall 2017.

Support New Program Development and Program Redesign
See Goal 2 Report

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th>#</th>
<th>Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>1</td>
<td>M.Ed. Redesign of Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled</td>
<td>Minutes, Purpose and Objectives review, Enrollment</td>
<td>Continue with Phase II. Move goal to next year.</td>
</tr>
<tr>
<td>Support New Program Development</td>
<td>2</td>
<td>Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development.</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td></td>
<td></td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1</td>
<td>MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Assessment of fall and spring enrollment data, Powerpoint/Market Data,</td>
<td>Assessment of fall and spring enrollment data, Powerpoint/Market Data, New Goal next year.</td>
</tr>
</tbody>
</table>

**3. Efficiency and Effectiveness of Support Services in OGS**

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services, and the survey design did not allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education; however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use of enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated and the undergraduate dashboard completion has taken place.
### Development of Exit Survey

**Status/Outcome:** Survey completed and implemented in Spring 2017 Graduation.

**Supporting Documents:** Survey Results

**Next Steps/Improvements:** Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.

### Online Education Survey Redesign

**Status/Outcome:** Survey Redesign completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer.

**Supporting Documents:** Survey, DEAG Meeting Minutes

**Next Steps/Improvements:** Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.

### Helio/Lynx Data Collection and Analysis

**Status/Outcome:** In Progress, Draft Dashboard developed

**Supporting Documents:** See Baseline dashboard.

**Next Steps/Improvements:** Continue progress on development of graduate enrollment dashboards. Move goal to next year.

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### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
**Task** | **Status/Outcome** | **Documents** | **Next Steps/Improvements**
---|---|---|---
Graduate Assistantship Reallocation Implementation | All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017 | Guidelines for implementation | Completed. Allocations will be revisited in two years.

Meet and Confer | Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018 | Summary of Meet and Confer Meeting Document | Present issues for discussion and plan development to Graduate Council in Fall 2018

GA Satisfaction Survey | Not completed | |

### 5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
<td></td>
</tr>
<tr>
<td>Participate in GLAAG Committee</td>
<td>Did not meet.</td>
<td>See survey documents</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education).
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**

The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

**Goal 1: Enrollment**
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

**Goal 2: Graduate Program Offerings**
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

**Goal 3: Efficiency and Effectiveness**
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

**Goal 4: Advocacy for Graduate Assistants**
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

**Goal 5: Advocacy for Academic Quality**

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**2016 Tutoring Services Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Tutoring Services  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

**Specify your Division/Department Actions Priorities/Plans.**

1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media
2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.
Specify your Division/Department Actions Priorities/Plans.

1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.

3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved by the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?

1.a. - Planning is continuing for the program.
1.b. - Planning is continuing for the program.
1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.
2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration at Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding of the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects.

CLAS sponsored several activities of educational distinction including the Undergraduate Res
Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessor Council, SLAAG, GLAAG, and the General Education Assessment Committee.
How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

3.: Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Goal 4: University resources and ensuring academic programs meet student and workforce expectations.)

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences

Related Items

3.a.: Continue planning for Nurse Practitioner Programs.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority
Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Continue planning for Physician Assistant Program.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority
Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Plan for Collaborative Engineering Program with Allegany College of Maryland.
Start: 7/1/2017
End: 6/30/2018  
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation  
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Review other new programs that address workforce shortage needs.  
Start: 7/1/2017  
End: 6/30/2018  
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation  
No items to display.

Data from Baseline

Responsible Roles:

3.e.: Review current programs to improve and streamline curricula.  
Start: 7/1/2017  
End: 6/30/2018  
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation  
No items to display.

Data from Baseline

Responsible Roles:

4: Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.  
Start: 7/1/2016  
End: 6/30/2020  
Progress:
Providing Department: Academic Affairs

Responsible Roles:

Related Items

4.1: Assessment  
Start: 7/1/2016
End: 6/30/2017

Action Priority
- Develop new programs and modify existing programs in alignment with institutional goals: response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:
- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
• Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  ○ Unit: Assistant Provost for Student Success and Retention

• Deployment of technological tools to enhance recruitment.
  ○ Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

• Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

• Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  ○ Unit: Provost, Deans, and Center for Teaching Excellence

• Facilitate and support continuous improvement of campus learning environments.
  ○ Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

• Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ○ Unit: Provost, Deans, Department Chairs

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
• Unit: Provost, Deans, Associate Vice President of Enrollment Management
  ○ Results: College hosted open house completed in April 2017. See EMC results for additional details.

• Provide institutional and financial support for recruitment activities.
  ○ Unit: President and Provost
  ○ Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

• Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  ○ Unit: Assistant Provost for Student Success and Retention
  ○ Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

• Deployment of technological tools to enhance recruitment.
  ○ Unit: Associate Vice President of Enrollment Management
  ○ Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic growth and success.

  Action Priorities:

• Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  ○ Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

• Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  ○ Unit: Provost, Deans, and Center for Teaching Excellence
  ○ Results: Center for Teaching Excellence-see attachments.

• Facilitate and support continuous improvement of campus learning environments.
  ○ Unit: Provost, Dean, Library Director
  ○ Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

• Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
• Results: See General Education Program Report
• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions
  ○ Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ○ Unit: Provost, Deans, Department Chairs
  ○ Results: Completion of Program Review

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  ○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  ○ Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success
- EHSC Building
Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based on survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?

Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
- HELIO/FSU presentation
- Middle States Monitoring Report Due March 1
- PAR
- FSU PAR Reveal
- Training Campus Labs Training Articulating and Measuring Success
- Compliance Assist Training

2016 Assessment & IR Annual Report

Start: 7/1/2016

End: 6/30/2017

Progress: [You do not have access to view this field.]

Providing Department: Theatre/Dance

Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1:

The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]
Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum, the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D., and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.
5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016
Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**

Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

**Evidence, artifacts, and or back up documentation**

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

**2016 Graduate Services Annual Report**

**Start:** 7/1/2016
**End:** 6/30/2017
**Progress:** [You do not have access to view this field.]
**Providing Department:** Office of Graduate Services
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. **Graduate Program Offerings:** Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.
4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program.

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendly" application for admission
   h. Continue international recruitment efforts

2. Graduate Program Offerings:
   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   a. Support new program development
   b. Coordinate the redesign of the M.Ed. Interdisciplinary program
   c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
   Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

   a. Develop and implement exit survey
   b. Coordinate the redesign of the online education survey
   c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education
4. **Advocacy for Graduate Assistants**: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

   a. Coordinate the transition of the reallocation of GA positions across campus
   b. Coordinate the meet and confer meetings for GAs with administration
   c. Develop and implement a GA satisfaction survey

5. **Advocacy for Academic Quality**

   a. Participate in the USM Assessment Initiative
   b. Participate in GLAAG
   c. Collect and provide data to programs for the use of program improvement.

---

**What are the Measures/Metrics used to assess effectiveness?**

1. **Enrollment**: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure:** Enrollment Data, Application Data, Retention Data

2. **Graduate Program Offerings**: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   **Measures:** Number of new graduate programs, certificates, or new delivery formats

3. **Efficiency and Effectiveness of Support Services offered by OGS**: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

   **Measures:** Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. **Advocacy Graduate Assistants**: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

   **Measures:** Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

   **Measures:** Student Survey Data and 6 year Graduate Rates
The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 and an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program on the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment is showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017). (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile. Revise agreement and</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td>Sample Registration report</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Initiatives: implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.

Support New Program Development and Program Redesign: See Goal 2 Report

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
Support New Program Development

<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Development. Move goal to next year</td>
</tr>
<tr>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Development. Move goal to next year</td>
<td></td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed, Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Completed and Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Phase II. Move goal to next year</td>
<td></td>
</tr>
</tbody>
</table>

New Delivery Model for MBA program

<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Completed and Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Assessment of fall and spring 2017/18 enrollment data and develop a student satisfaction survey to assess students satisfaction with the new model.</td>
<td>New Goal next year</td>
</tr>
</tbody>
</table>

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented Spring 2017 Graduation.</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year. Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard.</td>
</tr>
</tbody>
</table>

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which met throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide an opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG, OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
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<th>Supporting Documents</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
<td></td>
</tr>
<tr>
<td>Convening</td>
<td></td>
<td><strong>Announcement</strong></td>
<td></td>
</tr>
<tr>
<td>Participate in GLAAG Committee</td>
<td></td>
<td><strong>Completed</strong></td>
<td></td>
</tr>
<tr>
<td>Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td><strong>See survey documents</strong></td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td><strong>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</strong></td>
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**How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to use the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including K-12 outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.
3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored by 62 faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven
searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.
Specify your Division/Department Goals Priorities.

1. Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library’s responsibilities in accomplishing other Middle States’ recommendations.
2. Continue current initiative to assess the Library’s impact on institutional retention efforts and student success.
3. Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
4. Investigate and advocate for the continuous improvement of the Library’s learning environment to facilitate and support students' academic and personal growth and success.
5. Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
6. Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan.
7. Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly in regard to the achievement of information literacy outcomes.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.
G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.
G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.
G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.
G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.
G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.
G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.
G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.
G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?
G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library
assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:
- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:
- The completion of the final phase of a three-year collection development project to inventory the Library’s circulating monograph collection in June 2017;

The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since it is also used as a team building project, the matrix helps to ensure each staff member will work with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library’s digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and:

The measures/metrics used to assess effectiveness: a. The current or proposed focus of curriculum for each academic department as new programs and course changes are reviewed by Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the course catalogs and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (librarian faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.
G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library’s services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage in order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations’ development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff’s participation in the governance structure and initiatives of the USMAI Consortium of Libraries at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library’s blog and Facebook pages are accessed.
The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regarding the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literacy Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrod research the professional literature for examples of library surveys assessing student success Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it only applies to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collection and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian and the General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in 2017:
This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions. Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library’s collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Mine Map images; worked closely with the administrators overseeing the College of Education’s Ed.D programs to develop and implement procedures for the final review and approval of Ed.D candidates’ dissertations for publishing in ProQuest’s Digital Dissertations & Theses database, as FSU’s representative to the Maryland libraries’ digital institutional repository (IR) initiative; and led Ort Library’s successful introduction and initiation to having its own IR space in MD-SOAR. Anna also coordinated and provided hands on leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in 2017. The number of digital items accessible in FSU’s IR space, eScholarship@frostburg is 1

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions.
to ensure adequate coverage of curricular and research needs of FSU students, faculty or staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate; course catalogs, and by the academic departments' faculty representatives to the Library; b. annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.
During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library’s staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, etc.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associative College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that are pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for Library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI’s Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the function of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors.
and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI: Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff, and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Jan. 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of our library cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County
Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and Mary Jo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting on the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued to sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of librarians and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunch sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty attend these lunches, and a follow-up meeting with all faculty reps was held to review the feedback from the lunches and to discuss the implications of the findings.
the departments were invited to attend and venues outside of the Ort Library were chosen. I
from the two lunches summarized by Randy are included in the evidence attached to this re
Refreshments served at all of these meetings were paid for using funds from the Library's
Development Fund.

What were the results?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl
regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and
recommend other types of assessment practices not previously implemented by the library s
particularly as they relate to the assessment of the Library’s Information Literacy Program, t
role of the Library on student learning and student success. The resulting inventory includes
numerous examples of data collection, many of them statistical assessments based on usagi
the facility, collections, services and workflow. While much of this type of data is considered
traditional library statistical assessment, it is still necessary to collect annually for national
reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis
the inventory, the staff discovered that a great deal of assessment is taking place in the lib:
a variety of ways but we have not been consistent in how we analyze the data and report it.
also discovered a need for more user feedback, which is being addressed in the next action
priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compl
with the ACRL Standards for Libraries in Higher Education, the library faculty identified num
performance indicators for which we recommended the need to solicit user input in the form
surveys and/or focus groups. As an initial step to address this need, two surveys, one for
students and another for faculty, were administered in April 2017. The focus of both survey:
to solicit feedback as to the perceived impact the Ort Library has on student success and
learning. The results of both surveys were analyzed by the members of the LAAG in May an
June. Although the number of students and faculty who completed the survey was lower tha
suitable sample size, a review of the responses indicates that they consistently support our
premise that the Ort Library provides staff, services, resources and physical space to promot
student learning. Group study is definitely a primary reason students use the Library. Despi
low number of participants, the results of this survey are important because they support th
decisions we will be making in regards to reducing shelving to open up more space for group
work, possible construction of more group study workrooms, purchasing mobile furniture an
movable white boards. The survey results also highlight an immediate need to improve the
promotion of our services, resources and spaces. It was agreed by the members of the LAAG
that focus groups are needed to follow-up the survey for more reliable data. A preliminary
summary of the results of the two surveys with analysis was made available to all library sta
June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update wh
necessary; identify need for new policy statements and draft appropriate language for inclus
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar
departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli
the existing General Library Policies Manual. In addition to revising relevant policies and rem
those no longer needed, the committee created a list of policies that need to be added to th
manual by department supervisors or the Library Director. Throughout FY 2017, the collect
development policies for Special Collections and the Rare Book Room were rewritten by Ma
Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017 with an initial deposit of $3000.
G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:
• Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
• Amber Harrison is enrolled in the University of Kentucky's School of Information Science Masters program;
• Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administration program;
• Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership program;
• Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI committees and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair of CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Short Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference...
In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

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In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

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Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library’s Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children’s Literature Centre to co-sponsor and host 3rd Annual Harry Potter’s Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library’s budget and issues related to accessing resources for new programs. The annual October meeting of liaison and academic department faculty representatives was held to review the role of faculty in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunch sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two faculty departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. The:
reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for years, a savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year’s plan?

Three important goals or action priorities will be the focus for the Ort Library’s FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library’s services, resources and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library’s collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of the assessment.
its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff or departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams of four two-hour shifts per week for eight weeks in the summer - June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of their regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from the publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library's operating budget must be redistributed to cover the subscriptions. Since the Library's operating budget does not increase, an increase in the funds allocated to pay for periodicals and serials results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results, the Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library’s group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.
All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

No additional resources have been allocated in order to conduct this achieve this action priority other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library’s P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.
Evidence, artifacts, and or back up documentation

New Arrivals at Ort for Spring 2017
Ort Library 2017 Summary of Student Success Survey Results
Ort Library and Chemistry Faculty Lunch Meeting 2017
Ort Library and Management Faculty Lunch Meeting 2017
Ort Library Assessment using ACRL Standards
Ort Library General Policy Manual rev 2015 draft

4. : Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal 4: University resources and providing professional development opportunities.)
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences

Related Items

4.a.: Encourage and support faculty professional development opportunities especially those that are aligned with college strategic priorities.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority
Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.b.: Provide mentoring for new full-time faculty.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority
Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.c.: Provide faculty development activities using on-campus resources.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Frostburg Strategic Goal # 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

1.1: Onboarding/Orientation

Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority

Build upon the current mentoring program to make it more relevant to participants; mentors and mentees. Establish guidelines, orientation, and schedule of meetings to build structure into the program.

- Rather than a stand-alone initiative, this program is being launched as part of our PeopleAdmin onboarding procedures.
- It will be ready for launch at the start of the fall semester, as new hires begin their FSU career.
- This goal is 80% complete.

Providing Department: Human Resources

Documentation
No items to display.

Data from Baseline

Responsible Roles: Vice President, Human Resources (Snyder, Katherine)

2016 Office of Human Resources Annual Report

Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Employee Retention - Employee Development & Leadership Series
Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. The Office of Human Resources (OHR) seeks to retain value employees by creating an environment which rewards innovation and risk taking, promotes flexibility and embraces technology, and encourages professional growth and development. To achieve this goal, OHR created the Employee Development and Leadership Series (EDLS) which addresses the need to recognize and grow high potential employees.

**Retention - Complete Review of Position Information Forms (PIF’s)**

To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

**Federal Mandate – Fair Labor Standards Act**

The Office of Human Resources (OHR) is committed to assuring compliance with federal and state laws, mandates, policies and procedures. Assessment of OHR actions in 2016 to implement the Fair Labor Standards Act on campus resulted in a more effective method of job classification on campus and a new strategic goal to bring additional efficiency to staffing across administrative departments at the University.

**Efficiency and Effectiveness - HR Partners**

Human Resources (HR) established the goal of ensuring better communication and more consistent and efficient processing of HR administrative requirements related to best practices in the area of compliance.

**Specify your Division/Department Actions Priorities/Plans.**

**Employee Retention - Employee Development & Leadership Series**

In 2013/14 the OHR with support from the College of Business and a talented group of faculty and staff volunteers, launched the Employee Development & Leadership Series (EDLS). Dedicated to leadership, professional growth, retention, and succession planning, EDLS addresses the need to recognize and grow high potential employees. Assessments of the 2014 and 2015 cohorts, led to the 2016 action priority of expanding the series’ curriculum and adding a mentoring component.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage. Determine what is current; what needs updated, and how completed PIFs will be stored for easy access. Establish a schedule for updating, means by which the task is communicated to employees, and a method for compliance tracking.

**Federal Mandate – Fair Labor Standards Act**

To achieve this goal, the Office of Human Resources developed strategies and procedures to ensure that Frostburg State University (FSU) has identified and implemented all necessary and appropriate classification and compensation changes to ensure compliance with changes to the Fair Labor Standards Act, which was scheduled to become effective on December 2016.

**Efficiency and Effectiveness - HR Partners**

To work toward this goal, a HR Partner program was established by the division. In implementing this action priority, it became clear to HR that more training and communication between OHR and campus departments were needed. Based on this assessment, the Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administrative
FSU/USM policies and procedures.

**What are the Measures/Metrics used to assess effectiveness?**

*Employee Retention - Employee Development & Leadership Series*

After a very successful inaugural period over two academic years (2014/2015), based on assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching the EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

*Retention - Complete Review of Position Information Forms (PIF's)*

To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

*Federal Mandate – Fair Labor Standards Act*

OHR used the following benchmarks to assess progress toward the December 1, 2016 goal and to ensure FSU compliance by the federal deadline: Work with the University System of Maryland (USM), establish policies, procedures, and benchmarks to ensure compliance December 1, 2016.

- Determine affected positions and provide alternative solutions and associated costs.
- After internal review and approval by campus leadership, finalize approach.
- Establish campus communication strategy.
- Design and distribute communications as necessary and appropriate.
- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

*Efficiency and Effectiveness - HR Partners*

OHR addressed this goal with the overarching action priority of formalizing relationships: campus administrative assistants by creating a group of “HR Partners”. Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the first “project.”

- Develop communication materials to be sent to potential “HR Partners.”
- Establish date and develop materials for kick-off and orientation.
- Create regular meeting schedule and feedback mechanism.
- Provide administrative and professional support to partners as necessary and appropriate.
- Working with HR Partners, ensure that administrative benchmarks and timelines are adhered to and tasks are completed correctly on an effective and efficient manner.

The process of assessment per Action Plan: How were the results assessed?

*Employee Retention - Employee Development & Leadership Series*

The EDLS steering committee used the summer of 2016 to implement this action priority and established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations.
• Incorporate mentoring component.
  ○ Select mentors.
  ○ Pair mentors with EDLS cohort members.
  ○ Develop mentor curriculum and deliver training sessions.
  ○ Ensure regular meetings between mentors and mentees occur and are documented.
  ○ Outreach to participants throughout the year regarding the mentor/mentee relationship.

• Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**
Due to the FLSA compliance deadline and the critical role current PIFs played in meeting the date, this action priority was on a fast track. The following benchmarks were used to determine the status of the project which began in July 2016 and was slated for completion by August 31, 2016.

- Determine scope of project and approach
- Communicate the need to campus.
- Contact affected employees and supervisors.
- Monitor compliance.

**Federal Mandate – Fair Labor Standards Act**
Successful implementation of this action priority required several large initiatives including but not limited to: Analysis of the total workforce to determine which employees would likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

**Efficiency and Effectiveness - HR Partners**
The success of the HR Partners Program will be measured in terms of decrease of rework and timeliness in meeting administrative requirements and through the use of a survey to be completed at a later date.

What were the results?

**Employee Retention - Employee Development & Leadership Series**
The EDLS steering committee used the summer of 2016 to implement this action priority and established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations. Incorporate mentoring component.
  ○ Select mentors.
  ○ Pair mentors with EDLS cohort members.
  ○ Develop mentor curriculum and deliver training sessions.
  ○ Ensure regular meetings between mentors and mentees occur and are documented.
  ○ Outreach to participants throughout the year regarding the mentor/mentee relationship.
Retention - Complete Review of Position Information Forms (PIF’s)
Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

Federal Mandate – Fair Labor Standards Act
In the course of this work, it was determined that OHR needed a more effective method ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.

Efficiency and Effectiveness - HR Partners
Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Employee Retention - Employee Development & Leadership Series
Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIF’s)
Accurate and current job descriptions (PIFs) are the essential component in the classification and compensation of employees. In order to not only attract the best talent available for positions, but to retain them, we must be clear in our expectations, give credit for above standard work products and professional advancement, and pay a salary commensurate with the expectations of the job. All this information is captured in the PIF.

Federal Mandate – Fair Labor Standards Act
Action taken in federal court on November 22, 2016 stayed implementation of this action. Nonetheless, the action priority was achieved. Actions and analyses undertaken to ensure compliance place FSU in an excellent position to comply with future FLSA changes when they occur. Positions have been analyzed, financial analyses to be used for regular review have been established, and a good communication strategy is in place. In addition, all positions have current job descriptions and a schedule and protocol has been established to ensure these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

Efficiency and Effectiveness - HR Partners
The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

How was this plan and results conveyed to your Division/Department?
Employee Retention - Employee Development & Leadership Series After a very
successful inaugural period over two academic years (2014/2015), based upon assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts and adding a mentoring component.

**Retention - Complete Review of Position Information Forms (PIF’s)**
The Office of Human Resources now has current and more efficient protocols for the PII process, including regularly scheduled updates, training on proper preparation and what constitutes a “significant change” in job duties and responsibilities, electronic filing, and monitoring and notification system to track individual and departmental compliance.

**Fair Labor Standards Act**
Assessment of the job descriptions has led to the 2017 strategic planning goal of examining staff workload for purposes of adequate staffing across administrative departments; aligning human resources with strategic initiatives.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional trainings on compliance issues, and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease of rework and timeliness in meeting administrative requirements. A survey to gather feedback on the Partner Program will be administered later in 2017.

**Evidence, artifacts, and or back up documentation**

- Project Status Log 0116
- Project Status Log 0216
- Project Status Log 0316
- Project Status Log 052416
- Project Status Log 062916
- Project Status Log 082516
- Project Status Log 100516
- Project Status Log 113016

**1.1: Recruitment, retention, and graduation action priorities.**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:**

  **Action Priority**
  
  - Identify and implement new strategies for recruitment purposes.
    
    - Unit: Admissions, Enrollment Management Committee (EMC)
  
  - Engage and train faculty and staff in support of our recruitment efforts.
    
    - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  
  - Provide institutional and financial support for recruitment activities.
○ Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  ○ Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  ○ Unit: Associate Vice President of Enrollment Management

**Providing Department:** Academic Affairs

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

[2016 Academic Affairs Annual Report]

**Start:** 7/1/2016  
**End:** 6/30/2017

**Progress:** [You do not have access to view this field.]

**Providing Department:** Academic Affairs

**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Master Goals:**

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

**Action Priorities:**

- Identify and implement new strategies for recruitment purposes.
  ○ Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  ○ Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  ○ Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  ○ Unit: Assistant Provost for Student Success and Retention
• Deployment of technological tools to enhance recruitment.
  ○ Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

• Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department C

• Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  ○ Unit: Provost, Deans, and Center for Teaching Excellence

• Facilitate and support continuous improvement of campus learning environments.
  ○ Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

• Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ○ Unit: Provost, Deans, Department Chairs

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  ○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services to prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
○ Unit: President and Provost
○ Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  ○ Unit: Assistant Provost for Student Success and Retention
  ○ Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  ○ Unit: Associate Vice President of Enrollment Management
  ○ Results: See Admissions report. Implementation of new CRM and website nearly complete.

  2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department Chair
  ○ Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  ○ Unit: Provost, Deans, and Center for Teaching Excellence
  ○ Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  ○ Unit: Provost, Dean, Library Director
  ○ Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designee Associate Provost and Director of Assessment at Institutional Research
  ○ Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions
4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

Program Review Guidelines
SLAAG Annual Report
Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
EMC Plan 2016-2017
FSU PAR Data Reveal
Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Gen Ed Report Fall 2016
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EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.

1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach - CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings - CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving mid-term warnings and contact such students to participate in academic coaching sessions and referred services.

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2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost’s office to offer two academic recovery sessions during the first week of fall and spring semesters to all students on probation/warning.

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4.3 Success Through Academic Recovery & Transformation Course - Offer the START course which is geared specifically towards helping students on academic probation/warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?
1.1 FPS Results are forwarded to advisers in a timely manner. Students with more than 3 courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to update evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academicprobation and recruit them to present at the workshops.
4.2 100% of students indicating a need for schedule change will be contacted via email before the end of add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees' talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.
What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

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2.1 706 FYS schedules were reviewed. (85%)
564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained a course that would need added, swapped, or removed
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From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review final evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.
4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. They were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. Seven students attended a workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students, Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR will continue to collaborate within the Academic Success Network to support students in need Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.
5. CAAR will continue to make use of the talents within our team. With the addition of new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Prov Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Student Support Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service of the program. The staff chose to intensify the services they were providing to transfer students by offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer student and completed a checklist of information transfer students should have: GEP Program, Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue to meet transfer students individually and use the checklist they developed to make sure transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.1: Learning environment strategies.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Master Goals:**

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

**Action Priorities:**

- Identify and implement new strategies for recruitment purposes.
  
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.

**Action Priorities:**

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chair

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

**Action Priorities:**

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
• Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.

○ Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.

○ Unit: Provost, Deans, Department Chairs

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rate while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rate while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates
encouraging baccalaureate students to graduate within a four-year time frame.

**The process of assessment per Action Plan: How were the results assessed?**
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

**What were the results?**
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:
- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.
- Provide a learning environment to facilitate and support students’ academic personal growth and success.

**Action Priorities:**

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence—see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

   Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee, Associate Provost, and Director of Assessment and Institutional Research
  - Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

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   Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
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2016 CAAR Annual Report

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2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize the new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR continues to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of two new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and student contact data that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

**How was this plan and results conveyed to your Division/Department?**

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

**Evidence, artifacts, and or back up documentation**

- [ASN Targeted Interventions](#)
- [ORIE Course Evaluation 2168 - Results](#)

**2016 Tutoring Services Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Tutoring Services
- **Responsible Roles:** [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previc year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warning who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).
The process of assessment per Action Plan: How were the results assessed?

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
No items to display.

### 4.1: Campus Climate Survey

**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**
Conduct a "campus climate" survey at least once every three years at institutional, college, department levels to gauge employee morale and satisfaction in respect to various facets of relationship with FSU, and as issues become apparent after an assessment of the data, develop and implement strategies to address issues.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

### 4.1: Promote campus culture that retains value, rewards innovation, professional growth and ensures effective leadership and decision making.

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

### 4.1: Research a campus climate survey that specifically addresses employee morale, satisfaction and their relationship with FSU, produces valid measures, and provides data that can be used to identify issues of strengths and concerns.

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**
Research a campus climate survey that specifically addresses employee morale, satisfaction and their relationship with FSU, produces valid measures, and provides data that can be used to identify issues of strengths and concerns.

**Providing Department:** Frostburg

**Documentation**
Data from Baseline

Responsible Roles:

4.2: Promote an Environment in which Faculty and Staff Feel Valued and Appreciated
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Promote through special events programming an environment in which faculty and staff feel valued and appreciated, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels. (charting growth over years)

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.2: Promote through special events programming an environment designed to enhance faculty and staff engagement, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Promote through special events programming an environment designed to enhance faculty and staff engagement, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.2: Promote through special events programming an environment in which faculty and staff feel valued and appreciated, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg
4.3: Emphasize the Need for Diversity in all Searches

**Start:** 7/1/2012  
**End:** 6/30/2013

**Action Priority**
Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and with similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize information to develop and enhance retention strategies.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.3: Promote through programming and training the policies and procedures specific to student well-being (e.g. Title IX, security/safety threats, weather emergencies, bystander intervention, and various institutional, state, and federal policies).

**Start:** 7/1/2014  
**End:** 6/30/2015

**Action Priority**
Promote through programming and training the policies and procedures specific to student well-being (e.g. Title IX, security/safety threats, weather emergencies, bystander intervention, and various institutional, state, and federal policies).
Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

**4.4: Enhance faculty and staff development opportunities.**
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

**4.4: Increase faculty and staff development opportunities across the University.**
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Increase faculty and staff development opportunities across the University.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

**1.1: Onboarding/Orientation**
Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Build upon the current mentoring program to make it more relevant to participants; mentors and mentees. Establish guidelines, orientation, and schedule of meetings to build structure into the program.

- *Rather than a stand-alone initiative, this program is being launched as part of our PeopleAdmin onboarding procedures.*
- *It will be ready for launch at the start of the fall semester, as new hires begin their career.*
- *This goal is 80% complete.*
Employee Development & Leadership Series
Professional development is critical to the retention of high caliber professionals in faculty and staff positions. The Office of Human Resources (OHR) seeks to retain valued employees by creating an environment which rewards innovation and risk taking, promotes flexibility and embraces technology, and encourages professional growth and development. To achieve this goal, OHR created the Employee Development and Leadership Series (EDLS), which addresses the need to recognize and grow high potential employees.

Retention - Complete Review of Position Information Forms (PIF’s)
To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this goal was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

Federal Mandate – Fair Labor Standards Act
The Office of Human Resources (OHR) is committed to assuring compliance with federal and state laws, mandates, policies and procedures. Assessment of OHR actions in 2016 to implement the Fair Labor Standards Act on campus resulted in a more effective method of job classification on campus and a new strategic goal to bring additional efficiency to staffing across administrative departments at the University.

Efficiency and Effectiveness - HR Partners
Human Resources (HR) established the goal of ensuring better communication and more consistent and efficient processing of HR administrative requirements relating to best practices in the area of compliance.

Specify your Division/Department Actions Priorities/Plans.
Employee Retention - Employee Development & Leadership Series
In 2013/14 the OHR with support from the College of Business and a talented group of faculty and staff volunteers, launched the Employee Development & Leadership Series (EDLS). Dedicated to leadership, professional growth, retention, and succession planning, EDLS addresses the need to recognize and grow high potential employees.

Assessment of the 2014 and 2015 cohorts, led to the 2016 action priority of expanding the series’ curriculum and adding a mentoring component.
Retention - Complete Review of Position Information Forms (PIF’s)
Conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage. Determine what is current; what needs updated, and completed PIFs will be stored for easy access. Establish a schedule for updating, by which the task is communicated to employees, and a method for compliance tracking.

Federal Mandate – Fair Labor Standards Act
To achieve this goal, the Office of Human Resources developed strategies and procedures to ensure that Frostburg State University (FSU) has identified and implemented all necessary and appropriate classification and compensation changes to ensure compliance with changes to the Fair Labor Standards Act, which was scheduled to become effective on December 1, 2016.

Efficiency and Effectiveness - HR Partners
To work toward this goal, a HR Partner program was established by the division. In implementing this action priority, it became clear to HR that more training and communication between OHR and campus departments were needed. Based on this assessment, the Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures.

What are the Measures/Metrics used to assess effectiveness?

Employee Retention - Employee Development & Leadership Series
After a very successful inaugural period over two academic years (2014/2015), based upon assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching the EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF’s)
To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this goal was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

Federal Mandate – Fair Labor Standards Act
OHR used the following benchmarks to assess progress toward the December 1, 2016 goal and to ensure FSU compliance by the federal deadline: Work with the University System of Maryland (USM), establish policies, procedures, and benchmarks to ensure compliance by December 1, 2016.

- Determine affected positions and provide alternative solutions and associated costs.
- After internal review and approval by campus leadership, finalize approach.
- Establish campus communication strategy.
- Design and distribute communications as necessary and appropriate.
- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

Efficiency and Effectiveness - HR Partners
OHR addressed this goal with the overarching action priority of formalizing relationships with campus administrative assistants by creating a group of “HR Partners”. Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the final “project.”
• Develop communication materials to be sent to potential “HR Partners.”
• Establish date and develop materials for kick-off and orientation.
• Create regular meeting schedule and feedback mechanism.
• Provide administrative and professional support to partners as necessary and appropriate.
• Working with HR Partners, ensure that administrative benchmarks and timeline adhered to and tasks are completed correctly on an effective and efficient man

The process of assessment per Action Plan: How were the results assess

**Employee Retention - Employee Development & Leadership Series**

The EDLS steering committee used the summer of 2016 to implement this action priority and established the following benchmarks:

• Obtain new presenters. (Volunteers)
• Expand core curriculum.
• Update panels and enhance panel presentations.
• Incorporate mentoring component.
  - Select mentors.
  - Pair mentors with EDLS cohort members.
  - Develop mentor curriculum and deliver training sessions.
  - Ensure regular meetings between mentors and mentees occur and are documented.
  - Outreach to participants throughout the year regarding the mentor/mentee relationship.

• Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Due to the FLSA compliance deadline and the critical role current PIFs played in meeting that date, this action priority was on a fast track. The following benchmarks were used to determine the status of the project which began in July 2016 and was slated for completion by August 31, 2016.

• Determine scope of project and approach
• Communicate the need to campus.
• Contact affected employees and supervisors.
• Monitor compliance.

**Federal Mandate – Fair Labor Standards Act**

Successful implementation of this action priority required several large initiatives including but not limited to: Analysis of the total workforce to determine which employees would most likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

**Efficiency and Effectiveness - HR Partners**

The success of the HR Partners Program will be measured in terms of decrease of rework and timeliness in meeting administrative requirements and through the use of survey to be completed at a later date.
What were the results?

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  - Outreach to participants throughout the year regarding the mentor/mentee relationships.

Retention - Complete Review of Position Information Forms (PIFs)
Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

Federal Mandate – Fair Labor Standards Act
In the course of this work, it was determined that OHR needed a more effective method of ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.

Efficiency and Effectiveness - HR Partners
Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about the best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Employee Retention - Employee Development & Leadership Series
Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIFs)
Accurate and current job descriptions (PIFs) are the essential component in the classification and compensation of employees. In order to not only attract the best talent available for all positions, but to retain them, we must be clear in our expectations, give credit for above standard work products and professional advancement, and pay a salary commensurate with the expectations of the job. All this information is captured in the PIF.
**Federal Mandate – Fair Labor Standards Act**
Action taken in federal court on November 22, 2016 stayed implementation of this action. Nonetheless, the action priority was achieved. Actions and analyses undertaken to ensure compliance place FSU in an excellent position to comply with future FLSA changes when they occur. Positions have been analyzed, financial analyses to be used for regular review have been established, and a good communication strategy is in place. In addition, all positions have current job descriptions and a schedule and protocol has been established to ensure these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

How was this plan and results conveyed to your Division/Department?

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**Retention - Complete Review of Position Information Forms (PIF’s)**
The Office of Human Resources now has current and more efficient protocols for the PIF process, including regularly scheduled updates, training on proper preparation and what constitutes a “significant change” in job duties and responsibilities, electronic filing, a monitoring and notification system to track individual and departmental compliance.

**Fair Labor Standards Act**
Assessment of the job descriptions has led to the 2017 strategic planning goal of examining staff workload for purposes of adequate staffing across administrative departments; aligning human resources with strategic initiatives.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease in rework and timeliness in meeting administrative requirements. A survey to gather feedback on the HR Partner Program will be administered later in 2017.
Evidence, artifacts, and or back up documentation

Project Status Log 0116
Project Status Log 0216
Project Status Log 0316
Project Status Log 052416
Project Status Log 062916
Project Status Log 082516
Project Status Log 100516
Project Status Log 113016

2016 Office of Human Resources Annual Report
Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
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The process of assessment per Action Plan: How were the results assessed?

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**Employee Retention - Employee Development & Leadership Series**

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**Federal Mandate – Fair Labor Standards Act**

In the course of this work, it was determined that OHR needed a more effective method of ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.

**Efficiency and Effectiveness - HR Partners**

Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

**Employee Retention - Employee Development & Leadership Series**

Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Accurate and current job descriptions (PIFs) are the essential component in the classification and compensation of employees. In order to not only attract the best talent available for positions, but to retain them, we must be clear in our expectations, give credit for above standard work products and professional advancement, and pay a salary commensurate with the expectations of the job. All this information is captured in the PIF.

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**Efficiency and Effectiveness - HR Partners**

The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

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**How was this plan and results conveyed to your Division/Department?**

**Employee Retention - Employee Development & Leadership Series**

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**Retention - Complete Review of Position Information Forms (PIF's)**

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**Fair Labor Standards Act**

Assessment of the job descriptions has led to the 2017 strategic planning goal of examining staff workload for purposes of adequate staffing across administrative departments; aligning human resources with strategic initiatives.

**Efficiency and Effectiveness - HR Partners**

The Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease of rework and timeliness in meeting administrative requirements. A survey to gather feedback on the Partner Program will be administered later in 2017.
Evidence, artifacts, and or back up documentation

4.4: Staff Development Opportunities

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Enhance faculty and staff development opportunities

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.5: Encourage supervisors to review employee’s performance plans, and where possible, align current goals with institutional strategic goals

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage supervisors to review employee’s performance plans, and where possible, align current goals with institutional strategic goals

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.5: Incorporate Strategic Action Priorities into Merit Based Goals

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Through TrakStar incorporate University and divisional strategic action priorities into the meri
evaluation goal-setting process for employees.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.5: Through TrakStar explicitly incorporate University and divisional strategic action priorities into the goal-setting process for employees

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.6: Assess the current faculty evaluation system and alignment of the evaluation with University and divisional strategic action priorities. Report from ad hoc committee on faculty evaluation will be reviewed by faculty governance and forwarded to the provost.

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**

Assess the current faculty evaluation system and alignment of the evaluation with University and divisional strategic action priorities. Report from ad hoc committee on faculty evaluation will be reviewed by faculty governance and forwarded to the provost.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.6: The Chair of the Faculty Senate will charge an ad hoc committee on faculty evaluation to assess the current faculty evaluation system. Topics for discussion to include the alignment of evaluation with University and divisional strategic action priorities.

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**
**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.7: Continue to monitor USM biennial market studies for exempt, nonexempt, and police salaries, and work to address any institutional equity and compression issues which developed as a result of USM pay freezes versus market wages for new hires.

Start: 7/1/2013
End: 6/30/2014
Progress:

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.7: Implement IPR’s spring 2014 recommendations on the salaries for TT, FTNTT, and adjunct faculty.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

**Action Priority**
Implement IPR’s spring 2014 recommendations on the salaries for TT, FTNTT, and adjunct faculty.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

4.8: Devise an implementation strategy to address institutional equity, top performer retention issues and below market staff salaries resulting from USM/State pay freeze

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

**Action Priority**
Devise an implementation strategy to address institutional equity, top performers, retention issues and below market staff salaries resulting from USM/State pay freezes.

**Providing Department:** Frostburg
Specify your Division/Department Goals Priorities.

**Employee Retention - Employee Development & Leadership Series**

Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. The Office of Human Resources (OHR) seeks to retain value employees by creating an environment which rewards innovation and risk taking, promotes flexibility and embraces technology, and encourages professional growth and development.

To achieve this goal, OHR created the Employee Development and Leadership Series (EDLS), which addresses the need to recognize and grow high potential employees.

**Retention - Complete Review of Position Information Forms (PIF’s)**

To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

**Federal Mandate – Fair Labor Standards Act**

The Office of Human Resources (OHR) is committed to assuring compliance with federal laws, mandates, policies and procedures. Assessment of OHR actions in 2016 to implement the Fair Labor Standards Act on campus resulted in a more effective method of job classification on campus and a new strategic goal to bring additional efficiency to staffing across administrative departments at the University.

**Efficiency and Effectiveness - HR Partners**

Human Resources (HR) established the goal of ensuring better communication and more consistent and efficient processing of HR administrative requirements related to best practices in the area of compliance.

Specify your Division/Department Actions Priorities/Plans.

**Employee Retention - Employee Development & Leadership Series**

In 2013/14 the OHR with support from the College of Business and a talented group of faculty and staff volunteers, launched the Employee Development & Leadership Series (EDLS). Dedicated to leadership, professional growth, retention, and succession planning, the need to recognize and grow high potential employees. Assessments of the 2014 and 2015 cohorts, led to the 2016 action priority of expanding the series’ curriculum and adding a mentoring component.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage. Determine what is current; what needs updated, and how
completed PIFs will be stored for easy access. Establish a schedule for updating, means which the task is communicated to employees, and a method for compliance tracking.

**Federal Mandate – Fair Labor Standards Act**
To achieve this goal, the Office of Human Resources developed strategies and procedure ensure that Frostburg State University (FSU) has identified and implemented all necessary and appropriate classification and compensation changes to ensure compliance with change to the Fair Labor Standards Act, which was scheduled to become effective on December 2016.

**Efficiency and Effectiveness - HR Partners**
To work toward this goal, a HR Partner program was established by the division. In implementing this action priority, it became clear to HR that more training and communication between OHR and campus departments were needed. Based on this assessment, the Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administrative FSU/USM policies and procedures.

**What are the Measures/Metrics used to assess effectiveness?**

**Employee Retention - Employee Development & Leadership Series**
After a very successful inaugural period over two academic years (2014/2015), based on assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching the EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

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To guarantee an accurate accounting of essential job function per individual position, Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

**Federal Mandate – Fair Labor Standards Act**
OHR used the following benchmarks to assess progress toward the December 1, 2016, and to ensure FSU compliance by the federal deadline: Work with the University System of Maryland (USM), establish policies, procedures, and benchmarks to ensure compliance by December 1, 2016.

- Determine affected positions and provide alternative solutions and associated costs.
- After internal review and approval by campus leadership, finalize approach.
- Establish campus communication strategy.
- Design and distribute communications as necessary and appropriate.
- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

**Efficiency and Effectiveness - HR Partners**
OHR addressed this goal with the overarching action priority of formalizing relationships with campus administrative assistants by creating a group of “HR Partners”. Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the first “project.”

- Develop communication materials to be sent to potential “HR Partners.”
- Establish date and develop materials for kick-off and orientation.
- Create regular meeting schedule and feedback mechanism.
• Provide administrative and professional support to partners as necessary and appro\n• Working with HR Partners, ensure that administrative benchmarks and timelines are 
  adhered to and tasks are completed correctly on an effective and efficient manner.

The process of assessment per Action Plan: How were the results assessed?

**Employee Retention - Employee Development & Leadership Series**

The EDLS steering committee used the summer of 2016 to implement this action priority and 
established the following benchmarks:

• Obtain new presenters. (Volunteers)
• Expand core curriculum.
• Update panels and enhance panel presentations.
• Incorporate mentoring component.
  
  o Select mentors.
  o Pair mentors with EDLS cohort members.
  o Develop mentor curriculum and deliver training sessions.
  o Ensure regular meetings between mentors and mentees occur and are document
  o Outreach to participants throughout the year regarding the mentor/mentee
  relationship.
  
• Prepare survey instrument and survey participants and their supervisors regarding t
  value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Due to the FLSA compliance deadline and the critical role current PIFs played in meetin
date, this action priority was on a fast track. The following benchmarks were used to 
determine the status of the project which began in July 2016 and was slated for comple
by August 31, 2016.

• Determine scope of project and approach
• Communicate the need to campus.
• Contact affected employees and supervisors.
• Monitor compliance.

**Federal Mandate – Fair Labor Standards Act**

Successful implementation of this action priority required several large initiatives includ
but not limited to: Analysis of the total workforce to determine which employees would 
likely be affected by the change; preparation of updated job descriptions; analysis of 
esential duties per FLSA guidelines; and financial analysis based upon necessary 
classification changes.

**Efficiency and Effectiveness - HR Partners**

The success of the HR Partners Program will be measured in terms of decrease of rewo 
timeliness in meeting administrative requirements and through the use of a survey to t 
completed at a later date.
What were the results?

**Employee Retention - Employee Development & Leadership Series**

The EDLS steering committee used the summer of 2016 to implement this action priority and established the following benchmarks:

- Obtain new presenters. (Volunteers)
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- Update panels and enhance panel presentations. Incorporate mentoring component.
  - Select mentors.
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  - Develop mentor curriculum and deliver training sessions.
  - Ensure regular meetings between mentors and mentees occur and are documented.
  - Outreach to participants throughout the year regarding the mentor/mentee relationships.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

**Federal Mandate – Fair Labor Standards Act**

In the course of this work, it was determined that OHR needed a more effective method of ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.

**Efficiency and Effectiveness - HR Partners**

Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

**Employee Retention - Employee Development & Leadership Series**

Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**

Accurate and current job descriptions (PIFs) are the essential component in the classification and compensation of employees. In order to not only attract the best talent available for positions, but to retain them, we must be clear in our expectations, give credit for above standard work products and professional advancement, and pay a salary commensurate with the expectations of the job. All this information is captured in the PIF.

**Federal Mandate – Fair Labor Standards Act**

Action taken in federal court on November 22, 2016 stayed implementation of this action. Nonetheless, the action priority was achieved. Actions and analyses undertaken to ensure compliance place FSU in an excellent position to comply with future FLSA changes when they occur. Positions have been analyzed, financial analyses to be used for regular review have been established, and a good communication strategy is in place. In addition, all positions have current job descriptions and a schedule and protocol has been established to ensure...
these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

*How was this plan and results conveyed to your Division/Department?*

**Employee Retention - Employee Development & Leadership Series**
After a very successful inaugural period over two academic years (2014/2015), based upon assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching the EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

**Retention - Complete Review of Position Information Forms (PIF’s)**
The Office of Human Resources now has current and more efficient protocols for the PIF process, including regularly scheduled updates, training on proper preparation and what constitutes a “significant change” in job duties and responsibilities, electronic filing, and monitoring and notification system to track individual and departmental compliance.

**Fair Labor Standards Act**
Assessment of the job descriptions has led to the 2017 strategic planning goal of examining staff workload for purposes of adequate staffing across administrative departments; aligning human resources with strategic initiatives.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease of rework and timeliness in meeting administrative requirements. A survey to gather feedback on the Partner Program will be administered later in 2017.
Evidence, artifacts, and or back up documentation

Project Status Log 0116
Project Status Log 0216
Project Status Log 0316
Project Status Log 052416
Project Status Log 062916
Project Status Log 082516
Project Status Log 100516
Project Status Log 113016

4.8: The Institutional Priorities and Research Committee of the Faculty Senate will conduct a study of and make recommendations on the salaries for faculty. Topics shall include adjunct pay, new faculty pay, salary compression, pay equity, etc.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.9: Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize information to develop and enhance retention strategies.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Creating a Framework for Succession Planning

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: Hire the Best
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

Storyboard

Data from Baseline

Responsible Roles:

2016 Office of Human Resources Annual Report
Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Employee Retention - Employee Development & Leadership Series
Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. The Office of Human Resources (OHR) seeks to retain value employees by creating an environment which rewards innovation and risk taking, promotes flexibility and embraces technology, and encourages professional growth and development. To achieve this goal, OHR created the Employee Development and Leadership Series (EDLS) which addresses the need to recognize and grow high potential employees.

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Federal Mandate – Fair Labor Standards Act
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job classification on campus and a new strategic goal to bring additional efficiency to
across administrative departments at the University.

Efficiency and Effectiveness - HR Partners
Human Resources (HR) established the goal of ensuring better communication and mor
consistent and efficient processing of HR administrative requirements related to best
practices in the area of compliance.

Specify your Division/Department Actions Priorities/Plans.
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the 2014 and 2015 cohorts, led to the 2016 action priority of expanding the series’
curriculum and adding a mentoring component.

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completed PIFs will be stored for easy access. Establish a schedule for updating, mean:
which the task is communicated to employees, and a method for compliance tracking.

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ensure that Frostburg State University (FSU) has identified and implemented all neces:
and appropriate classification and compensation changes to ensure compliance with ch:
to the Fair Labor Standards Act, which was schedule to become effective on December
2016.

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communication between OHR and campus departments were needed. Based on this
assessment, the Office of Human Resources will conduct additional trainings on compli:
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**Efficiency and Effectiveness - HR Partners**
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**The process of assessment per Action Plan: How were the results assessed?**

**Employee Retention - Employee Development & Leadership Series**
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- Obtain new presenters. (Volunteers)
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- Communicate the need to campus.
- Contact affected employees and supervisors.
- Monitor compliance.

**Federal Mandate – Fair Labor Standards Act**
Successful implementation of this action priority required several large initiatives includ but not limited to: Analysis of the total workforce to determine which employees would likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

**Efficiency and Effectiveness - HR Partners**
The success of the HR Partners Program will be measured in terms of decrease of rework timeliness in meeting administrative requirements and through the use of a survey to be completed at a later date.

**What were the results?**

**Employee Retention - Employee Development & Leadership Series**
The EDLS steering committee used the summer of 2016 to implement this action priority established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
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  - Ensure regular meetings between mentors and mentees occur and are documented.
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**Retention - Complete Review of Position Information Forms (PIF's)**
Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

**Federal Mandate – Fair Labor Standards Act**
In the course of this work, it was determined that OHR needed a more effective method ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.

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Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Employee Retention - Employee Development & Leadership Series
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Federal Mandate – Fair Labor Standards Act
Action taken in federal court on November 22, 2016 stayed implementation of this action. Nonetheless, the action priority was achieved. Actions and analyses undertaken to ensure compliance place FSU in an excellent position to comply with future FLSA changes when they occur. Positions have been analyzed, financial analyses to be used for regular review have been established, and a good communication strategy is in place. In addition, all positions have current job descriptions and a schedule and protocol has been established to ensure these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

Efficiency and Effectiveness - HR Partners
The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

How was this plan and results conveyed to your Division/Department?
Employee Retention - Employee Development & Leadership Series After a very successful inaugural period over two academic years (2014/2015), based upon assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF’s)
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Fair Labor Standards Act
Assessment of the job descriptions has led to the 2017 strategic planning goal of examining staff workload for purposes of adequate staffing across administrative departments; align human resources with strategic initiatives.

Efficiency and Effectiveness - HR Partners
The Office of Human Resources will conduct additional trainings on compliance issues,要及时提交员工合同，以及有效执行FSU/USM政策和程序。成功将被衡量为减少重复工作和及时满足行政要求。一项调查将收集有关HR合作伙伴计划的反馈，于2017年晚些时候实施。

Evidence, artifacts, and or back up documentation

- Project Status Log 0116
- Project Status Log 0216
- Project Status Log 0316
- Project Status Log 052416
- Project Status Log 062916
- Project Status Log 082516
- Project Status Log 100516
- Project Status Log 113016

Advance: Recruitment and Retention

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

Storyboard

Data from Baseline

Responsible Roles:

2016 Office of Human Resources Annual Report

Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

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**Efficiency and Effectiveness - HR Partners**
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**Specify your Division/Department Actions Priorities/Plans.**

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**Efficiency and Effectiveness - HR Partners**
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**What are the Measures/Metrics used to assess effectiveness?**

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- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

**Efficiency and Effectiveness - HR Partners**
OHR addressed this goal with the overarching action priority of formalizing relationships: campus administrative assistants by creating a group of “HR Partners”. Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the first “project.”

- Develop communication materials to be sent to potential “HR Partners.”
- Establish date and develop materials for kick-off and orientation.
- Create regular meeting schedule and feedback mechanism.
- Provide administrative and professional support to partners as necessary and appropriate.
- Working with HR Partners, ensure that administrative benchmarks and timelines are adhered to and tasks are completed correctly on an effective and efficient manner.

**The process of assessment per Action Plan: How were the results assessed?**

**Employee Retention - Employee Development & Leadership Series**
The EDLS steering committee used the summer of 2016 to implement this action priority; established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations.
- Incorporate mentoring component.
  - Select mentors.
  - Pair mentors with EDLS cohort members.
  - Develop mentor curriculum and deliver training sessions.
  - Ensure regular meetings between mentors and mentees occur and are documented.
  - Outreach to participants throughout the year regarding the mentor/mentee relationship.
- Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF's)**
Due to the FLSA compliance deadline and the critical role current PIFs played in meeting date, this action priority was on a fast track. The following benchmarks were used to determine the status of the project which began in July 2016 and was slated for completion by August 31, 2016.

- Determine scope of project and approach
- Communicate the need to campus.
- Contact affected employees and supervisors.
- Monitor compliance.

**Federal Mandate – Fair Labor Standards Act**
Successful implementation of this action priority required several large initiatives including but not limited to: Analysis of the total workforce to determine which employees would likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

**Efficiency and Effectiveness - HR Partners**
The success of the HR Partners Program will be measured in terms of decrease of rework, timeliness in meeting administrative requirements and through the use of a survey to be completed at a later date.

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What were the results?

**Employee Retention - Employee Development & Leadership Series**
The EDLS steering committee used the summer of 2016 to implement this action priority and established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations. Incorporate mentoring component.
  - Select mentors.
  - Pair mentors with EDLS cohort members.
  - Develop mentor curriculum and deliver training sessions.
  - Ensure regular meetings between mentors and mentees occur and are documented.
  - Outreach to participants throughout the year regarding the mentor/mentee relationships.

**Retention - Complete Review of Position Information Forms (PIF’s)**
Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

**Federal Mandate – Fair Labor Standards Act**
In the course of this work, it was determined that OHR needed a more effective method of ensuring that job descriptions are current at all times, updated appropriately, and easily accessible.
**Efficiency and Effectiveness - HR Partners**  
Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departments – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

**Employee Retention - Employee Development & Leadership Series**
Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

**Retention - Complete Review of Position Information Forms (PIF’s)**
Accurate and current job descriptions (PIFs) are the essential component in the classification and compensation of employees. In order to not only attract the best talent available for positions, but to retain them, we must be clear in our expectations, give credit for above standard work products and professional advancement, and pay a salary commensurate with the expectations of the job. All this information is captured in the PIF.

**Federal Mandate – Fair Labor Standards Act**
Action taken in federal court on November 22, 2016 stayed implementation of this action. Nonetheless, the action priority was achieved. Actions and analyses undertaken to ensure compliance place FSU in an excellent position to comply with future FLSA changes when they occur. Positions have been analyzed, financial analyses to be used for regular review have been established, and a good communication strategy is in place. In addition, all positions have current job descriptions and a schedule and protocol has been established to ensure these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional training on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

**How was this plan and results conveyed to your Division/Department?**

**Employee Retention - Employee Development & Leadership Series** After a very successful inaugural period over two academic years (2014/2015), based upon assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching EDLS by revising the curriculum, soliciting new presenters, expanding the panels of experts, and adding a mentoring component.

**Retention - Complete Review of Position Information Forms (PIF’s)**
The Office of Human Resources now has current and more efficient protocols for the PIF process, including regularly scheduled updates, training on proper preparation and wha
constitutes a “significant change” in job duties and responsibilities, electronic filing, and monitoring and notification system to track individual and departmental compliance.

**Fair Labor Standards Act**
Assessment of the job descriptions has led to the 2017 strategic planning goal of exam staff workload for purposes of adequate staffing across administrative departments; align human resources with strategic initiatives.

**Efficiency and Effectiveness - HR Partners**
The Office of Human Resources will conduct additional trainings on compliance issues, proper and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease of rework and timeliness in meeting administrative requirements. A survey to gather feedback on the Partner Program will be administered later in 2017.

**Evidence, artifacts, and or back up documentation**
- Project Status Log 0116
- Project Status Log 0216
- Project Status Log 0316
- Project Status Log 052416
- Project Status Log 062916
- Project Status Log 082516
- Project Status Log 100516
- Project Status Log 113016

**2016 Admissions Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Admissions
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Enhanced recruitment efforts in targeted Maryland counties and the Regional Tuition area (freshman and transfer recruitment).

Strategies were developed to enhance recruitment efforts in targeted Maryland counties and Regional Tuition Area (particularly Northern Virginia). This included additional high school visit opportunities, guidance counselor emails, admitted student receptions, consistent email messaging to inquiries and admitted students, and a phone-calling program with an outside vendor and with students and staff.

2. Provide enhanced visit opportunities for students including the new Admitted Student Orientation programs hosted by the three colleges.
Our Interim Provost and Deans proposed the idea of having an Admitted Student Orientation which would be held in the spring and would connect admitted students to faculty and academic departments. Unfortunately, they were not able to put this event together. Instead they worked with the Office of Admissions to reconfigure one of the spring Admissions Open House programs to include a Student Showcase. This Showcase included individual locations for each college to have current students and faculty demonstrate projects and research with which they are involved.

Efforts were also made to enhance the daily office visits and other campus visit options.

3. Special recruitment strategies for counties in Maryland where we struggled in 2016. This includes Frederick County, Montgomery County, and Prince Georges County.

Strategies were developed this year to try to combat our downturn in numbers of students from these three counties. Admitted student receptions were held in each of these counties. In addition, we did onsite admissions review at selected high schools in Montgomery County and hosted several groups from these areas for campus visits.

4. Special yield efforts to correct significant drop in yield in 2016.

The emphasis in this effort was increased communication. Strategies were developed to increase and improve our communication at all areas of the admissions funnel. This included increased communication with inquiries, applicants, and admitted students. The channels of communication were recruitment travel, campus visits, campus events, emails, phone calls, admitted student receptions, and coordination with other campus recruiters (i.e. athletics and performing arts)

5. Work with faculty and staff to develop opportunities for them to assist us in the recruitment process.

Several academic departments have worked closely with the Office of Admissions to coordinate recruitment efforts. All interested faculty were provided with contact information for admitted students. In addition, we worked closely with the faculty to integrate the Student Showcase program into the Admissions Open House. Continued efforts were also made to improve faculty integration into our regular campus visit program.

6. Develop more opportunities to utilize technology in the recruitment process. This will include the development of a new online application through College Net, a new CRM through Target X, and the utilization of enrollment data through Helio Campus.

Tremendous efforts were put forth this year to integrate all of the new technology into the University's recruitment efforts. In terms of the new application, new CRM, and new data dashboards, we were in the training and implementation process with all of these during this
recruitment cycle. We anticipate that these efforts will positively impact our recruitment efforts in the coming year.

**Specify your Division/Department Actions Priorities/Plans.**
- Increased number of high school visits and other recruitment opportunities in our targeted areas. Increased email communication to students and guidance counselors.
- Offer more weekly and weekend visits. These include open houses, admitted student programs, weekly visits, and special group programs (i.e. athletic teams & academic programs).
- Offering admitted student programs in Frederick, Montgomery, and Prince Georges Counties.
- Make significant changes to our communication to admitted students to increase yield. Timing of communication will be emphasized. In addition, make significant changes to our merit scholarship grid and include award amount in the admission letter.
- Work with individual academic departments to develop communication flow to admits and inquiries. Continue to work with Student Affairs to involve their staff and current student the recruitment process.
- Continue to work on the implementation of these new technology initiatives.

**What are the Measures/Metrics used to assess effectiveness?**
* Number of high school visits in targeted areas. Number of email communications sent.
* Number of visit opportunities provided during the recruitment year.
* Number of admitted student receptions in each county.
* The method, number, and timing of contacts to admitted students. Review of merit scholarship awarding, communication, and scholarship amounts.
* Number of academic departments actively involved in recruitment efforts. Number of recruitment activities involving Student Affairs personnel.
* Progress update on new technology initiatives.

**The process of assessment per Action Plan: How were the results assessed?**
The Associate Provost for Enrollment Management and the Director of Admissions work with to assess the data from all of the Action Priorities. Utilization of travel reports, campus visit recruitment program data, communication plan data, and data from our student information system will provide our assessment information.
**What were the results?**
* Despite our increased recruitment efforts in the targeted counties and Regional Tuition Area, current freshman enrollment from these areas has not increased. We are slightly behind in targeted counties and even with last year in the Regional Tuition Area. The focus of our Regional Tuition Area recruitment was Northern Virginia. We did increase our number of high school visits and college fairs in Northern Virginia. We are up slightly in the number of freshman deposits in that area.

It is also important to note that extra efforts were put forth this year to increase our recruitment of transfer students. A contractual recruiter was hired for the spring semester and was tasked with visiting community colleges throughout Maryland and the Regional Tuition area. Our number of community college visits increased 28% this year (over fall 2016). Unfortunately, our current numbers show that we are 9% down in the number of admitted and deposited transfer students.

In term of email communication, after previously working with an outside vendor, this year we were able to have our University Advancement Office (using Spectate marketing tool) send out the emails. Overall, this year we managed three different email campaigns: 2017 inquiries, admits, and 2018 inquiries. These email campaigns ran from October 2016 to June 2017. A total of 128,191 emails were sent. The open rate for the emails was 23%.

* As previously noted, the Admitted Student Orientation, proposed by the Interim Provost and academic deans was not held this year. They instead added a student showcase to one of our spring open house programs. We did provide several enhancements to our daily visit program and worked with our athletic coaches to provide admissions presentations at their weekend visits. We also had seven admissions open house programs on selected Saturdays.

* We met our goal of having an admitted student reception in Frederick, Montgomery and Prince Georges Counties. We had not done an orientation in Frederick or Prince Georges in the previous years.

* Our yield efforts have helped increase our yield rate (percentage of admitted freshmen paying their admission deposit) for incoming freshmen. As of 7/21/17 our freshman yield rate was 33.9%. That compares to 33.3% at the same time last year.

* Several academic departments including Education, English, Foreign Languages, Music, Recreation, and Theatre worked with Admissions to enhance their recruitment efforts. All departments continued to be represented at admissions open house programs and worked hard to provide student showcase experiences at one of our open house programs.

In the Student Affairs area, the students in ECHOSTARS made phone calls to our admitted students to talk about student life opportunities on campus.

* After a year of training and preparation, the Office of Admissions is just about ready to go
with our new CRM (customer relationship management) from Target X and our new online application from College Net. These new additions will greatly enhance our communication with prospective students and provide a more user-friendly application experience.

Also, our work with HelioCampus will help provide us with a significant amount of data that will help drive our recruitment efforts. These dashboards can show everything from trend data to providing percentage scores on which students are most likely to enroll here.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Since we have not seen the positive enrollment growth from our recent initiatives, we are reassessing our plans for the coming year. With the state of Maryland still in the midst of a decline in the number of high school graduates, we will continue to look for other recruitment markets in the Regional Tuition Area. However, we must continue to look for ways to increase our yield rate for admitted students from Maryland.

We are also looking at increasing our marketing efforts to increase our name awareness and communicate the advantages of a Frostburg State University education. This obviously will require a financial commitment to pay for these advertising/marketing efforts.

We will be adding additional contractual recruiters (recent graduates) to enhance our fall recruitment team. These recruiters will work from August through November and will help us get to more schools and college fairs.

Our new technology initiatives all required significant resources. Also, hosting additional admitted student receptions at various locations requires additional resources.

How was this plan and results conveyed to your Division/Department?
Planning efforts in admissions were developed and vetted through the Enrollment Management Committee, the Enrollment Advisory Council, the Provost and the Provost’s Advisory Council. Results of these initiatives continue to be communicated to all listed above.

Evidence, artifacts, and or back up documentation

- [2017 Enrollment Plan](#)
- [Enrollment Management Strategic Plan](#)
2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Mission

The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs. Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrative art education, art history and fine arts shall aid in the recruitment and retention of students as well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.
Specify your Division/Department Actions Priorities/Plans.

Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic mail for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Co. School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.
To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other locations on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

**The process of assessment per Action Plan: How were the results assessed?**

**Faculty/Staffing Needs:**

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

**Safety, Facilities Maintenance:**

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms
Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms
No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.
This was successfully completed. All spaces are now allocated.

**Further Priorities:**

Continue all experiential learning opportunities for BFA students.
Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.
Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes
Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group
Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery
Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.
Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.
This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors
Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

**What were the results?**
see above

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.

**How was this plan and results conveyed to your Division/Department?**
In faculty meetings and by email

**Evidence, artifacts, and or back up documentation**
No items to display.

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**2016 Assessment & IR Annual Report**
*Start: 7/1/2016*
*End: 6/30/2017*
*Progress: [You do not have access to view this field.]*
*Providing Department: Theatre/Dance*
*Responsible Roles: [You do not have access to view this field.]*

**Specify your Division/Department Goals Priorities.**
**Goal #1:**

The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: ]
Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs #1]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum, the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

**Specify your Division/Department Actions Priorities/Plans.**
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.
3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D., and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.
Evidence, artifacts, and or back up documentation

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses and English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of fair workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.

Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENGL in the GEP.
Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics
What are the Measures/Metrics used to assess effectiveness?

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain an update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.
Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report uploaded on Compliance Assist.

Compliance Assist training did not occur.
Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists; we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

**What were the results?**

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of ENGL 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported to AIR.
The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mori presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration proposing and passing a new course rotation for the upper division courses so that courses be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete.
Compliance Assist Training was not made available, so we were unable to complete it.

**Professional Development**

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

**Cooperative ventures**

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, many professors are a part of the listservs for their professional organizations and/or serve on advisory and editorial boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a major.
Cover Staffing Needs

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Most of the goals are designed as ongoing. Therefore, they were approved by the department next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

How was this plan and results conveyed to your Division/Department?

The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students

Assessment
- 2016_majorminor_numbers
- Capstone Assessment Report 2016
- CW_concentration_Retreat_HO
- ENGL 421 Elimination
- ENGL 438 Changes
- ENGL 450 Frequency
- Executive Summary Proposed Changes to Spanish Curriculum
- FLL_PR_2017
- LEARNING OBJECTIVE 1 Write-Up Dec 2016
- Literature_concentration_Retreat_HO
- MDFL_concentration_Retreat_HO
- MLA survey_draft
- New Period Course Rotation 2017
- PW_concentration_Retreat_HO
- Scoring Rubric for ENGL101 Assessment-12
- Written Rubric (005)

Cooperative Ventures
- Collaborations
- EFL Recruiting Chart
- English Class Enrollment - Fall 2011 - Fall 2016
- English Class Tracks - Fall 2011 - Fall 2016
- Letter--Fall Students 2016--Final

Cover Staffing Needs
- Linguist_Position Allocation Request Form FY 18
- PR_JOUR_AW_Position Allocation Request Form FY 18

Professional Development
- ENGLFLL_prof_dev_2015

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.
Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)
4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del
some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

**Evidence, artifacts, and or back up documentation**
- HELIO
- HELIO/FSU presentation
- Middle States
- Monitoring Report Due March 1
- PAR
- FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

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**2016 Athletics Annual Report**

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Athletics  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

**Specify your Division/Department Actions Priorities/Plans.**
- AP1. Actively monitor and follow-up on Beacon alerts. (Goal 1)
- AP2. Renovate & Expand Women’s locker room, so each athletic team has their own space. (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own locker year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professional sites to advertise positions. (Goal 3)

**What are the Measures/Metrics used to assess effectiveness?**
- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
The process of assessment per Action Plan: How were the results assessed?

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal 2)
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compare change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Beacon Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Goal 2)
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment. (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mode number of years of service ###. (Goal 3)

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

- AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additional resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (Goal 2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goal 2)
- AP4. New Cardio Equipment has generated excitement among the campus community. No additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2017. (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain or better coaches. We will need to be willing to make retention adjustments to salaries when needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.
Evidence, artifacts, and or back up documentation
No items to display.

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach - CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.

**What are the Measures/Metrics used to assess effectiveness?**

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.
3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to each attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.
4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselors. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained a course that would need added, swapped, or removed

3 emailed for ENGL 101 requirement

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.
3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended at presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learner specialist for learning strategy and workload management support. All PW students were offered of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections therefor also increasing the number of students enrolled. Spring 2016 = 12 students  Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.
3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and student contacts now that more team members are involved. Enhancement funds were granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Center for International Education Annual Report
Start: 7/1/2015
End: 6/30/2016
Progress: [You do not have access to view this field.]
Providing Department: Center for International Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
- Increase new partnerships with international college and universities.
- Increase the number of international students at FSU
- Increase the number of global programs on campus

Specify your Division/Department Actions Priorities/Plans.
Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergraduate programs.
Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg St. University.
Increased the number of global programs developed by the university for students, faculty and staff.

What are the Measures/Metrics used to assess effectiveness?
The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreements created or enhanced during the 2016 evaluation year.
The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.

The process of assessment per Action Plan: How were the results assessed?
At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and various departments on campus will continue to build these new programs in the coming years.
The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.
The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had attended and participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?
A total of three degree programs between the University were established or enhanced. These programs include a joint B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master’s degree program in computer science with the Communication University of Chine, Beijing; and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the University’s international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degree programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.
The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 at the end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of International Government Affairs to maintain our relationships with international partner institutions.
The CIE in cooperation with student clubs and other university offices developed and supported two new cultural programs during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Services a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, and staff.
In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Additional staff resources from other departments/units of the University assisted the CIE in providing services to international students. These units included colleges, Offices of Graduate Services and the Office of Admissions.
A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more students visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of additional office help each week.
Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and the Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and community donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did provide transportation for the Chinese students to the mall.

How was this plan and results conveyed to your Division/Department?
The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discussions. The International Education Advisory Council (IEC) was updated each month about the international student statistics (numbers, majors, locations...). The director had regular (weekly) meetings with the CIE staff and biweekly meetings with the Interim VP of International and Government Affairs.
Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparation for these discussions.
Evidence, artifacts, and or back up documentation

CIE Department Report 2016 for PACIE

2016 DVMT Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: DVMT
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Student Instructor Training Program:
The director and coordinator of instruction for DVMT 100 and DVMT 095 will redesign the student instructor online summer training program.

2 - Decrease Time to Degree for Math Level 0 Students:
Students who test at Math Level 0 are required to take DVMT 095. To help students prepare college level math before their first fall semester, the DVMT department will offer two sections of SOFI DVMT 095 during Summer 2016.

3 - Decrease Time to Degree for Math Level 1 Students:
Decrease the time it takes for DVMT 100 students to enroll in a college level math course by offering a SOFI DVMT 100 course in Summer 2017.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Online Training for Instructors: Add assignments related to test anxiety, study skills, test taking strategies, strengths, and course content.

2.1 - Offer Two Sections of SOFI DVMT 095: Develop course using My Math Lab

3.1 - Develop Online SOFI DVMT 100 Course: Condense semester course to a 6-week online course.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Training is developed and provided, Summer 2016

2.1 - Outcome: Two sections of DVMT 095 are offered for Summer 2016 SOFI students.
3.1 - Outcome: Course is developed and offered for Summer 2017.

80% of students who successfully complete DVMT 100 in Summer 2017 will enroll in a college level math course in Fall 2017.

**The process of assessment per Action Plan: How were the results assessed?**

1.1 - Determine if training was developed and provided.

2.1 - Determine if 2 sections of SOFI DVMT 095 were offered. Compute pass rate.

3.1 - Determine if SOFI DVMT 100 course was developed and offered in Summer 2017. Compute the pass rate.

**What were the results?**

1.1 - Online training for DVMT student instructors was developed and administered Summer 2016.

2.1 - Two sections of SOFI DVMT 095 were offered in Summer 2016, with 19 students enroll; 18 (95%) passed the course.

3.1 - The Online SOFI DVMT 100 course was developed for a 6-week course and offered for Summer 2017. Fourteen (14) students are enrolled. We will not be able to measure the results until the course concludes in August 2017.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

1.1 - The online training has been maintained for the current summer.

2.1 - Original plans called for offering two sections of DVMT 095 this summer. We determine one section would be sufficient, considering the reading and SAT scores of incoming students. Students with relatively higher SATs and reading levels (students who are more likely to be successful in an entirely online course) are invited to participate in the SOFI course each summer.

3.1 - We will evaluate success and experience of the students taking the online DVMT 100 course this summer and determine if the course can be/should be altered or even continued.

**How was this plan and results conveyed to your Division/Department?**

All goals and outcomes of the DVMT program are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas
(Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
   
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   
   1. Ongoing.

10. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

11. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

      1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

      Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

12. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

13. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online pro
.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. 
   **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs of RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member surr 2016.

.7. Submit new faculty self-statement document.
   **Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

**Other**

.1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

**What are the Measures/Metrics used to assess effectiveness?**
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

**The process of assessment per Action Plan: How were the results assessed?**
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department’s action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

**What were the results?**
Strategic Plan Action Priorities
AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. **Goal Met – All lecture courses are QM™ certified.**
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN
      1. Waiting for CCNE approval by 10/31/2016
         1. **Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)**
         2. **Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017).**

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. **Goal Met – 3 students piloted and remain in the program.**
   2. Accept first cohort of students spring 2017
      1. **Goal Met – 7 students accepted and 6 remain in the program.**

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. **Goal Met – Cecil and Harford added to the list of ATB articulation agreements**
      2. **Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, Harford CC.**

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016
      1. **Goal Met – Proposal submitted and approved. Waiting final MHEC approval.**

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. **Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.**

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process
   1. **Goal Met – Two new grants awarded totaling over $4 million to support the implement**
of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

   1. Goal Met - Recruitment in PA was added to the current marketing plan for execution AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

   1. Goal Met - The survey and test course remain on the website, but were not widely used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

   1. Goal Met - A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met - A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

.3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification
1. **Goal Met - Ongoing**

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

1. **Goal Met – See action priority #11.**

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out hours, online MD responds can be completed (Online Training), and a teaching project now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working-adult student friendly ways.**

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. **Goal Partially Met – PIN approved; search committee in process for new hire.**

.7. Submit new faculty self-statement document.

1. **Goal Met – Document was submitted and approved.**

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. **Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.**

.9. Complete Program Review for FSU internal processes.

1. **Goal Met – Program review completed for the BSN program.**

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. **Goal Met**
Other

1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until the next catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in place for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned for the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing

  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs.
3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

**Specify your Division/Department Actions Priorities/Plans.**

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendley" application for admission
   h. Continue international recruitment efforts

2. **Graduate Program Offerings:**

   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   a. Support new program development
   b. Coordinate the redesign of the M.Ed. Interdisciplinary program
   c. Support the development and implementation of the MBA program 7 week model

3. **Efficiency and Effectiveness of OGS:**

   Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

   a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide workforce needs. Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS. Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic
Measures: Student Survey Data and 6 year Graduate Rates

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 with an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program on the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment is showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017). (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile. Revise agreement and</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td>Sample Registration report</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email MHEC</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
</tr>
<tr>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td></td>
<td></td>
<td>Continue with MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Completed - Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Minutes, Purpose and Objectives review, Enrollment to next year.</td>
<td></td>
<td>Continue with Phase II. Move goal to next year.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>Fall 2017</td>
<td>Completed - Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Stakeholder Meeting Summary 2017/128 Issues/Concerns, 7 week interest survey, Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Assessment of fall and spring 2017/18 enrollment data and develop student satisfaction survey to assess students satisfaction with the new model.</td>
<td>New Goal next year.</td>
</tr>
</tbody>
</table>

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services and did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goal was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Graduation.</td>
<td>shared with Graduate Council, Program Coordinators and Deans for discussion of next</td>
</tr>
<tr>
<td></td>
<td></td>
<td>steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey</td>
<td>Survey Redesign Completed in Spring</td>
<td>Pilot data collection is in progress and will be compiled, analyzed and shared with</td>
</tr>
<tr>
<td>Redesign</td>
<td>2016. Implemented Summer 2017 as</td>
<td>DEAG for survey design finalization in fall. Data will also be used to develop</td>
</tr>
<tr>
<td></td>
<td>pilot. Data collection is in progress</td>
<td>recommendations to the Provost for Improvement of Online Education as well as Deans</td>
</tr>
<tr>
<td></td>
<td>until the end of the summer</td>
<td>and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Continue progress on development of graduate enrollment dashboards. Move goal to next</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and</td>
<td>In Progress, Draft Dashboard</td>
<td>year.</td>
</tr>
<tr>
<td>Analysis</td>
<td>developed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See Baseline dashboard.</td>
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</tbody>
</table>

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
### Task: Graduate Assistantship Reallocation Implementation

- Status/Outcome: All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017.

### Task: Meet and Confer

- Status/Outcome: Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018.

### Task: GA Satisfaction Survey

- Status/Outcome: Not completed.

### Next Steps/Improvements

- Guidelines for implementation will be revisited in two years.

### Documents

- Summary of Meet and Confer Meeting Document

### 5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which did not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide the opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG, OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>Announcement</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Graduate catalog is a 2017/18 task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</td>
<td>See survey documents</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**

The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Office of Gender Equity Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

The process of assessment per Action Plan: How were the results assessed?

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

How was this plan and results conveyed to your Division/Department?

Evidence, artifacts, and or back up documentation
- 2016 Office of Gender Equity Annual Report

2016 Office of Information Technology Annual Report
Start: 1/1/2016
Specify your Division/Department Goals Priorities.
1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology’s effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastructure improvements.

Specify your Division/Department Actions Priorities/Plans.

Action Priority 1:1 – Deliver more services on mobile platform.
Tactic 1:1:1 – Deploy new mobile app.
Tactic 1:1:2 – Integrate bus tracking application into new mobile app.
Tactic 1:1:3 – Integrate dining services information into mobile app.
Tactic 1:1:4 – Deploy public safety app.
Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic common areas, and student common areas.
Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood commons.
Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to determine greatest need.
Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software.
Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.
Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts
Tactic 1:4:1 – Work with Registrar’s Office to implement a service for students to order and deliver transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.
Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling
**Action Priority 1:6** – Work with FSU students to determine technology satisfaction and needs.

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a regular basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

**Action Priority 2:1** – Promote data-informed decisions by implementing data analytics and warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.


**Action Priority 2:2** – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

**Action Priority 2:3** – Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

**Action Priority 2:4** – Evaluate Customer Relationship Management (CRM) technologies with enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate opportunities.

**Action Priority 3:1** – Augment the university’s Learning Management System with additional tools to better support learning outcomes and the needs of learners.


Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 – An Enterprise-wide SMS solution for communications.

**Action Priority 3:2** – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived from Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium’s (OLC) quality scorecard criteria to verify university compliance and support for online programs.
**Action Priority 3:3** - In conjunction with Disability Support Services, develop and Implement Accessibility and Usability Guidelines for courses that utilize the university’s Learning Management System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of designing courses for inclusion in order to maximize Accessibility and Usability. This may include Closed Caption software, font and color choices, alternative means of access to course materials, use of various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Usability requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

**Action Priority 3:4** – Provide the technology and support needed to create reliable and effective classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classrooms to convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

**Action Priority 3:5** – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote online training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies as needed.

**Action Priority 3:6** – Work with faculty and students to select learning management system (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

**Action Priority 4:1** – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic 4:1:2 – Address network connectivity options at business continuity site.

Tactic 4:1:3 – Test complete failover to business continuity site using existing technologies and/or implement new technologies to allow for full test.

Tactic 4:1:4 – Perform a documented review of the security controls at the Hagerstown disaster recovery site and evaluate how the FSU network segment and the stored data are protected.
**Action Priority 4:2** – Develop security awareness program and training for campus community.

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all faculty and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to further educate users.

**Action Priority 4:3** – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to meet standards.

**Action Priority 4:4** – Implement measures to protect confidential information from disclosure.

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annually.

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on an annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply with security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

**Action Priority 4:5** – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are removed from all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabilities through program updates, anti-virus enhancements, and software restrictions.

**Action Priority 4:6** – Strengthen the University’s policies for controlling passwords and accounts.

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.


Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.
Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessor documentation, and physical security mechanisms.

**Action Priority 4:8** – Explore 3rd-party solutions to increase security for users with access to critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review.

**Action Priority 5:1** – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.


Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

**Action Priority 5:3** – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

**Action Priority 5:4** – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

**Action Priority 5:5** – Create centralized data and document repository for IT documentation configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration information.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty time sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improvement

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.
**Action Priority 6:5** – Replace unsupported software and services.
Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

**Action Priority 6:6** – Deploy critical services to cloud-based services.
Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.
Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.
Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.
Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

**Action Priority 6:7** – Implement technologies that promote sustainability.
Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit waste.
Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

**What are the Measures/Metrics used to assess effectiveness?**
1. Number of students, faculty, and staff using new platform.
2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.
2. The time to process manually vs. the automated process.

**The process of assessment per Action Plan: How were the results assessed?**

**What were the results?**
1. Over 5,000 users have downloaded the new FSU app to their mobile device.
2. 79% of all mobile app traffic is generated from return visitors. This indicates users see value in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over the last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to
than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts were processed once a day.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

1. The mobile application software was purchased by eliminating the previously used software since it was not being used. This also resulted in additional savings that was redirected towards other academic initiatives.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not have to wait as long for their accounts to be created.

**How was this plan and results conveyed to your Division/Department?**

The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds annual meetings at the beginning of the year with all OIT employees to discuss goals and priorities for the upcoming year.

**Evidence, artifacts, and or back up documentation**

- Goal1
- CollegeSchedulerScreenShotUsage
- Goal2

**2016 Programs Advancing Student Success Annual Report**

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Fully Implement PAL Program:
The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop skills to meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and conduct workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social science and humanities courses and other areas not covered by tutoring services.
2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on academic probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assist developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes and have not transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should complete their credit-bearing math and freshman composition classes within their first 24 credits.

**Specify your Division/Department Actions Priorities/Plans.**

1.1 - Develop Program in Cumberland Hall:
Train PALs
Create welcoming space in basement
Coordinate programming with RAs

1.2 - PALs in Pullen:
Train PALs to encourage regular appointments with students with midterm warnings
Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:
Run queries to identify students who have not taken math or ENGL 101.
Coordinate with CAAR office to prepare email messages to students and their advisors advising them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Number of students who participate in the program and their academic standing after fall and spring semesters will be measured. We will compare the GPAs and number of credits earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester GPA for students on AP/AW as the number of students who are removed from AP after meeting with learning specialist and participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and English requirements within their first 24 credits.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Comparison of GPAs and number of credits earned between students who do and do not participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met with learning specialist or academic counselor and/or PAL; determine number of those students who were removed from AP after that semester.

3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 101; email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.

What were the results?

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an average of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) earned an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 students (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good academic standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the following semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic standing; 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on AP for the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from 5 (23%) continued on AP; and 7 (32%) were academically dismissed. Most of the 22 student only once with a learning specialist.
43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollment; 92 students with 24 or more credits did not have college level math credit or enrollment, but were enrolled in a DVMT class - 55 still needed a math course.

Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollment; students with 24 or more credits still needed a college level math course - not including students enrolled in a DVMT class.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to reside in the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORIE classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year's students to help - especially the stat concerning the high rate of academic dismissal and the fact that very few students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings required of those students and via targeted email messages. If more of those students take advantage of tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.
No resources will be allocated or redistributed.

**How was this plan and results conveyed to your Division/Department?**
1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.

3.1 - Information shared with CAAR.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**2016 Registrar Annual Report**

*Start:* 7/1/2016  
*End:* 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Registrar  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Develop an improvement plan for the Registrar's Office.

2. Improve the student experience with Registrar's Office functions.

**Specify your Division/Department Actions Priorities/Plans.**

2a. Implement the Scheduling Assistant.

2b. Implement electronic transcripts.

**What are the Measures/Metrics used to assess effectiveness?**
1. The outcome will be an office improvement plan. The self-assessment process will identify number of actions that should enhance the office and service to all its constituents. These actions will be prioritized based on the knowledge required, resources needed, chance of success, and impact on services. The plan will represent the consensus of the office personnel.

2a. Students using Scheduling Assistant will register for more credit hours than comparable, propensity-score matched students who did not employ the Assistant.

2b. The transition to a third-party ordering solution will be seamless for requestors.

   Requests for electronic transcripts by students will become an attractive alternative to paper transcripts.

   The cost to the University will, at the least, will be negligible.
The process of assessment per Action Plan: How were the results assessed?
1. Registrar’s Office staff met several occasions to assess and plan.

2a. Numbers of FSU students and advisors using the software were captured.

2b. Numbers of transcripts ordered and associated costs were summarized.

What were the results?
1. A three-person team from the Registrar’s Office evaluated 1435 AACRAO Self-Assessment questionnaire items, combined into eight broad categories, and met with the Registrar sever times to review. The whole staff reviewed, commented on, and refined the analysis and develop a list of 11 actions to take to improve the office.

2a. Our predictive analytic software is not up and running, so we cannot develop propensity scored matches. However, preliminary findings from our freshmen registration event in the summer of 2016, during which the Scheduling Assistant was used for the first time, suggest the Assistant may be contributing to the desired outcome. There was a rise in the average number of registered credits by participating freshmen to 15.43 from 15.07 the previous year.

2b. The Registrar’s Office does not have a formal assessment procedure to gauge “seamlessness,” but the staff deal day-to-day with transcripts, and address problems as soon as they arise, report that, generally, there was a smooth transition on the Go Live date. The biggest issues being current students not following the new path (drop/down box) in PAWS, recipients’ timeframe for downloading etranscripts was mistakenly set to 7 days instead of 14, and transcripts sitting in processing mode. Currently, the major issue is that the in-network email that Parchment uses by default for some organizations and schools does not send the transcripts to the correct recipient, e.g. transcripts are sent to the Registrar’s Office rather than the college within the university that needs the transcript.

After six months, etranscripts account for over a third (35%) of requests. Desired Outcome

After six months, the Frostburg State University has netted $2050 on 3071 orders for transcripts. While there were no direct upfront costs to deploy Parchment, the University is charged $3 per request. This cost plus a small additional fee is charged to former students for all transcript requests and current students for etranscript orders. These fees offset the $3 charge for the current students’ free mailed transcripts. The billing structure will be assessed after one year.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
1. The long-term resource implications will be determined by the outcome of the self-assessment. To date, a three-person team from the Registrar’s Office has evaluated 1435 questionnaire items, combined into eight broad categories, and met with the Registrar several times to review. The whole office will be involved with creating and evaluating the action steps. Next year will focus on completing the action steps. There will be minimum resource expense, mostly personnel time to complete the tasks.

2a. The Scheduling Assistant was purchased from the Student Tech Fee fund. Three University officials were primarily responsible for the implementation project and continue to play a role in maintaining the software and making minor modifications. One of the University officials also conducts periodic Scheduling Assistant training for advisors. The focus of the coming year will be on to expand the use of the software and assess the impact on student progress.

2b. A four-person team, two from the Registrar’s Office and two from IT, worked to configure PAWS with Parchment. The full-time position, that had as its major responsibility to manage transcript orders and mailings, was transferred to another office. The position was replaced
part-time employee. The service requires constant tweaking to be responsive to student and receiver requests. Attention will also be given to new products offered by Parchment, e.g. electronic diplomas and extended transcripts.

**How was this plan and results conveyed to your Division/Department?**
Registrar’s Office discusses results and metrics at our staff meetings.

**Evidence, artifacts, and or back up documentation**

[Actions - AACRAO Self-Assessment 3.30.17]

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**2016 Student Support Services Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Student Support Services  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service of the program. The staff chose to intensify the services they were providing to transfer students by offering a series of workshops.

**Specify your Division/Department Actions Priorities/Plans.**
1.1 - Workshop for Transfer Students:  
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

**What are the Measures/Metrics used to assess effectiveness?**
1.1 - Outcome: workshop is presented; number of students in attendance

**The process of assessment per Action Plan: How were the results assessed?**
1.1 - Record attendance at workshop.

**What were the results?**
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue meet transfer students individually and use the checklist they developed to make sure transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.
How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year’s usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.
What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

Specify your Division/Department Goals Priorities.
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the College of Education (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
- Student Recruitment and Retention Efforts - The COE Dean requested each department develop a plan to recruit and retain candidates.
- Analyzing Existing Programs - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- Promote Activities of Educational Distinction - The COE Dean provided funds to support distinguished initiatives.
- Recruit and Retain Diverse and Talented Faculty and Staff - The COE Dean approved search committee efforts to recruit new faculty positions that promoted diversity and professional distinction.
- Expand and Develop Educational Initiatives for Western Maryland, the Region and State - The COE Dean requested Departments provide information on ways to support new educational initiatives.
What are the Measures/Metrics used to assess effectiveness?

- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators' progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

The process of assessment per Action Plan: How were the results assessed?

- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator's identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

What were the results?

- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide an update on this past year's efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to provide urban and rural experiences and expand cultural competency through the development of micro-credentials. Two of the modules will be implemented in the fall of 2017.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: See departmental strategic plans.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new positions are approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse experimental...
approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse ex learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU’s education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

How was this plan and results conveyed to your Division/Department?
Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members’ feedback

Evidence, artifacts, and or back up documentation
No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Str Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur.
social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans. 

Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.
1.1.2 Identify strategies for recruitment and retention of quality students.
1.1.3 Implement the strategies
1.1.4 Evaluate success of strategies implemented
1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.
1.2.2. Develop or update Student Handbooks for each program to meet that program’s mission and vision.
1.2.3 Establish collegial support to develop consistent policies and procedures across programs, where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.
2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.
2.1.3 Encourage all programs to seek input from recent graduates and their employers in order to address market needs.

Goal #3 Priorities and Action Items
3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.
3.1.2 Monitor experiential learning activities to ensure effectiveness.

**Goal #4 Priorities and Action Items**

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

**Goal #5 Priorities and Action Items**

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.
5.1.2 Highlight diversity of student body when advertising for open faculty and staff position.

**Goal #6 Priorities and Action Items**

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.
6.1.2 Strengthen relationships with current experiential learning sites.
6.1.3 Increase the number and diversity of experiential learning sites.
6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

**What are the Measures/Metrics used to assess effectiveness?**
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1
Metrics:

1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and...
department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

**What were the results?**
Some results can be reported:

Priority 2.1
The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise and Sports Science program has received initial accreditation this summer.

Priority 3.1
Our faculty engage student in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1
Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
The focus for the upcoming year is on finalizing the strategic plan for the Department and start to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the action items identified.

**How was this plan and results conveyed to your Division/Department?**
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start...
implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

2016-2017 Lane University Center Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department
  Goal 1  
  **SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.**
  7/1/2016 12/31/2017

* SCI Department
  Goal 2  
  **SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.**
  7/1/2016 12/31/2017

* SCI Department
  Goal 3  
  **SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.**
  7/1/2016 12/31/2017

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC  
Action Priority 1  
**LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.**

Goal 2, LUC  
Action Priority 1  
**LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.**

Goal 2, LUC  
Action Priority 2  
**LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.**

Goal 3, LUC  
Action Priority 1  
**Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.**

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.
training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate a need for improvement of both the Game Room operation and the Fitness Center operations based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.
**The process of assessment per Action Plan: How were the results assessed?**

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer bi
Focus Groups with Patrons will identify opportunities to improve.
One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?

Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable skills along with professionalism, customer service, and leadership development, which was concurrent with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations.
A post event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a formalized student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human – for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportunity to participate in training opportunities to further their success in their current position and to position themselves as competitive candidates for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding, training, evaluation, and departure from employment with the ultimate goal of preparing student employees for the human resource processes they will encounter as they enter the workforce.

As part of the SEE Program research and planning process, a blended model of student employee training has been selected and is slated for implementation starting with the fall 2017 semester. This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job training and recurring developmental opportunities throughout the academic year, the SEE Program represents a well considered plan for the student employment process.
As with any intentional plan, a formal assessment process has been established for this program. This process includes four instruments delivered prior to the Virtual Training, prior to in-house training, after in-house training, and at the end of the academic year. The collection of this data over the 2017-2018 fiscal year will allow for a review and revision of the training program to meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZeneca Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Game Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resources, reallocation of XXX in funding was made for the repair of equipment in the area combined with XXX in funding allocated for preventative maintenance endeavors. Additionally, based on user feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

**Game Room:**
An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.

**Goal 2, LUC Action Priority 2:**

Through the Lane University Center’s involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w
identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

**Goal 3, LUC Action Priority 1:**

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practice, need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individual's efforts in incorporating billing, setup diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 2017.

**How was this plan and results conveyed to your Division/Department?**

The assessment plan for all LUC action priorities was communicated to LUC staff as well as the SCI management team following the development of the action priorities. The results are communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.

**Evidence, artifacts, and or back up documentation**

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics
Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
1. Develop, analyze and maintain a department strategic plan for recruitment and retention.
1.2 Maintain and expand a Department Advising Center to assist with student retention.
1.3 Analyze department policies and procedures to determine activities that will allow for continued student success.
2.1 Analyze the implementation of new and revised programs.
3.1 Continue to search for ways to incorporate students in community outreach activities.
4.1 Analyze current space needs of programs.
5.1 Determine a process to attract and maintain diverse and talented faculty and staff.
6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase in student enrollment, retention and graduation rates in the department's undergraduate, graduate and doctoral programs.
1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.
1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success in field experiences and courses, via candidate improvement plans and contracts.
2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analy:
faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?
1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities, advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessment system

3.1 Results on outreach gathered via identification of available learning opportunities per program and identification of appropriate methods of gathering impact on students (survey, assignments, etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was completed in the spring 2017. The student "maker space" will be available in the Fall 2017 and data will be collected regarding student use and remaining faculty needs. Faculty involvement in space utilization and program use designation in the new Education and Health Sciences program has been offered by the President in May but has yet to occur. Existing plans for the building will be shared with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results are collected on a yearly basis for all new faculty. The chair develops faculty improvement plans with individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of the Teacher Quality Partnership grant with Coppin University. The assessment of the collaborative impact is in progress.

What were the results?
1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been an increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning
Communities and transfer students. A new section of EDUC 100 had to be added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates support for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical and Field Experience, with shared policies and assessment tools for all initial certification programs. The number of students on improvement plans and contracts decreased slightly from the Fall 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semester. Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. All programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and work to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustments will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic year.

Evidence, artifacts, and or back up documentation
No items to display.
Specify your Division/Department Goals Priorities.

1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
 Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialties new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.
**2f: New IDIS 150 Courses**  
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach IDIS 150 courses.

**3a: Faculty Development Funding**  
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS), faculty development funds, travel funds, library funds and journal access.

**3b: Faculty Mentoring of Students**  
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

**4a: PIN Conversions**  
Pursue the conversion of two FTNTT faculty positions to PIN positions.

**5a: Replacing Antiquated Furniture**  
Replace antiquated deskchairs with mobile furniture in History classrooms.

**5b: Updating Audio-Visual Equipment**  
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?  
See Results below.

The process of assessment per Action Plan: How were the results assessed?  
See Results below.

What were the results?  

**1a: Assessment Rubrics and Procedures**  
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

**1b: Curricular Review**  
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

**2a: Honors Program**  
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 491 Archives in spring.

**2b: International Studies**  
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A.
Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women’s Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University’s undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation
College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including I outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.
Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.
Goal 3 - Measures include the number of activities of educational distinction and funding to
support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

**The process of assessment per Action Plan: How were the results assessed?**

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects such as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.
What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding of the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects. CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

Results will be considered when doing strategic planning and implementation for the next year.
Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6 - Develop a modified evaluation instrument.
Specify your Division/Department Actions Priorities/Plans.

Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers by consulting with students and colleagues in the field.

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis.

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.

Action priority #6 - Develop a modified evaluation instrument through open discussions at both committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?

Metric for Goal #1 - Inform Departmental faculty with budget transparency

   Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers

   Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

   Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

   Number of committee meetings held and Dept. discussions at faculty meetings.

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

   Number of meetings/discussions devoted to this topic.
Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

**The process of assessment per Action Plan: How were the results assessed?**
For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.

**What were the results?**
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers

Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way through the year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students’ performance to others in the country (using comparisons of Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this topic at Dept. meetings.

Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member’s opinion on each of these topics and where they should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year’s planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library’s responsibilities in accomplishing other Middle States’ recommendations.
Continue current initiative to assess the Library’s impact on institutional retention efforts and student success.
Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library’s learning environment to facilitate and support student academic and personal growth and success.
PROMOTE a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan.
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.
G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.
G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.
G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.
G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inventory the Library’s circulating monograph collection in June 2017;

The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since it is also used as a team building project, the matrix helps to ensure each staff member wo...
with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library’s digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

The measures/metrics used to assess effectiveness: a. The current or proposed focus on curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the course catalogs and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage in order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence on the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester during 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff’s participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;
Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hosted in collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activity within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodonato researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.
G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions. Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library’s digital archives and collections; including an
increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's EdD program to develop and implement procedures for the final review and approval of EdD candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database; led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initiative, Ort Library's successful introduction and initiation of having its own IR space in MD-SOAR; also coordinated and provided hands on leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU's historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. Annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish...
Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Benaj, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's
convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association of College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for USMAI staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/or maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functions of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The
Much of the work of the Library is focused on the 110+ year old newspapers we are digitizing with the Historic MD Newspapers Project (HMDNP). 

Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Jan. 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of our cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those lists to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Lib Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff, and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also
originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunites for Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library’s holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. In the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

**What were the results?**

**G. 1. AP. 1:** Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. They also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

**G. 2. AP. 1:** Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form
surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than a suitable sample size, a review of the responses indicates that they consistently support the premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library staff continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016.
a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017 with an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for the Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development
activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ortl Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration on 3D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 and currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland’s Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities pursued by individual library faculty during the fiscal year.
Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI committees and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair of CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Shc Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, students and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of
Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of three cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English
Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil

In an effort to better promote our services and resources, the Ort Library continued sponsoring open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of librarians and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and larger community of the value we offer to the FSU campus.
A third focus will be to continue to improve the quality of and access to the Library’s collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed filling the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams of four two-hour shifts per week for eight weeks in the summer - June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.
Support for developing the Library's digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library's operating budget must be redistributed to cover the subscriptions. Since the Library's operating budget does not increase, an increase in the funds allocated to pay for periodicals results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results, the Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-annually “new acquisitions” list to be sent electronically to all faculty staff and students.

No additional resources have been allocated in order to conduct this achieve this action priority other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai
from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library's P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

New Arrivals at Ort for Spring 2017
Ort Library 2017 Summary of Student Success Survey Results
Ort Library and Chemistry Faculty Lunch Meeting 2017
Ort Library and Management Faculty Lunch Meeting 2017
Ort Library Assessment using ACRL Standards
Ort Library General Policy Manual rev 2015 draft

Frostburg Strategic Goal #1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items
Advance: Fiscal Control
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority
Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.1: Develop Learning Opportunities for Students
Start: 7/1/2012
End: 6/30/2013
Progress:

**Action Priority**
Develop experiential and applied learning opportunities for students both inside and outside classroom. The Task Force on Experiential Education shall lead campus discussion and initiate to adopt an operational definition for experiential education and develop the criteria for an experiential transcript for FSU graduates and for prospective employers. A proposal will be presented to Faculty Governance by spring 2013 for review.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:** Assistant Provost (Hegeman, Johnston)

1.1: Develop experiential and applied learning opportunities for students both inside and outside the classroom.
Start: 7/1/2013
End: 6/30/2014
Progress: Ongoing

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.1: Develop experiential and applied learning opportunities for students both inside and outside the classroom.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

**Action Priority**
Develop experiential and applied learning opportunities for students both inside and outside the classroom.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.2: Raise campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students, and encouraging students
engage with cultures different than their own.

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

### 1.2: Raise the campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students.

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**

Raise the campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students.

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

### 1.3: Develop new academic programs and align existing academic program outcomes institutional learning goals, disciplinary standards, Middle States’ and Accrediting agencies’ expectations, and workforce needs.

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

### 1.3: Develop new academic programs and align existing academic program outcomes institutional mission, learning goals, disciplinary standards, and workforce expectatic
Progress: Ongoing

**Action Priority**
Develop new academic programs and align existing academic program outcomes to institutional mission, learning goals, disciplinary standards, and workforce expectations.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.3: **Raise Campus Multicultural Profile**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Action Priority**
Raise campus multicultural profile by attracting international students to campus, promoting abroad opportunities for native students, and encouraging students to engage with cultures different than their own.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.4: **Develop Cross-Divisional Programs**

**Start:** 7/1/2012  
**End:** 6/30/2013

**Action Priority**
Develop cross-divisional programs of cultural exploration/integration for international and native students with expectations in regard to programming goals and outcomes.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.4: **Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs’ fiscal accountability and relevance to achieve a strategic balance with academic, state and regional workforce needs, and rel**

**Start:** 7/1/2013
1.4: Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs’ fiscal accountability and relevance to institutional initiatives of student success, retention, and completion.

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**
Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs’ fiscal accountability and relevance to institutional initiatives of student success, retention, and completion.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.5: Align Academic Program Outcomes

- **Start:** 7/1/2012
- **End:** 6/30/2013
- **Progress:**

**Action Priority**
Align academic program outcomes to institutional learning goals, disciplinary standards, and Middle States’ and Accrediting agencies’ expectations.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

1.5: Complete a review of all graduate education programs and their "contribution" to institution's mission and enrollment goals.

- **Start:** 7/1/2014
- **End:** 6/30/2015
**Progress:** Ongoing

**Action Priority**
Complete a review of all graduate education programs and their "contribution" to the institution's mission and enrollment goals.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**1.5: Continue the implementation of the report of the UEI, specifically in the advancement of students’ core skills, including the institution of speaking- and writing-intensive mandates.**

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**1.6: Continue the Implementation of the Report of the UEI**

- **Start:** 7/1/2012
- **End:** 6/30/2013
- **Progress:**

**Action Priority**
Continue the implementation of the report of the UEI, specifically in the advancement of students’ core skills, including the institution of speaking- and writing-intensive mandates.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**1.a.: Conduct Feasibility Study for DNP.**

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**
Conduct Feasibility Study for DNP.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.a.: Conduct planning for Nurse Practitioner Program.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Conduct Feasibility Study for Physician's Assistant Program.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Continue planning for Physician's Assistant Program.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline
Responsible Roles:

**2016 Assessment & IR Annual Report**

*Start:* 7/1/2016  
*End:* 6/30/2017  
*Progress:* [You do not have access to view this field.]  
*Providing Department:* English  
*Responsible Roles:* [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of workload and coverage for in-demand courses.

**Specify your Division/Department Actions Priorities/Plans.**
**Goal 1: Assessment**

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300 level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.
Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics
What are the Measures/Metrics used to assess effectiveness?

Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have tracked the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective at recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.
Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position.

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented at the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with a rubric by the students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.
Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point.

Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the [AAC&U rubric on Written Communication](#) for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.
The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division courses that courses would be offered less frequently in order to fill. They also eliminated ENGL because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36. The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration – Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class...
not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

**Professional Development**

The department assisted 11 faculty members by providing up to $500 in reimbursement to those who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

**Cooperative ventures**

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors and the advisors for student organizations. These opportunities allow us to work with students on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also reviewed data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in their field. No other program in the department has pursued this route formally. However, professors are a part of the listservs for their professional organizations and/or serve on advisory and editing boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed...
curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degree, we determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes to improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**

The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat in September focuses on these action priorities in order to set the tone for the academic year.
1.b. : Conduct planning for Physician's Assistant Program.
   **Start:** 7/1/2015
   **End:** 6/30/2016
   **Progress:** Ongoing

   **Action Priority**

   **Providing Department:** College of Liberal Arts and Sciences

   **Documentation**
   No items to display.
Data from Baseline

Responsible Roles:

1.c.: Develop Sustainability major.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.c.: Plan future growth in additional rural health care programming.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals
AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY201
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
   4. Discuss importance and benefit of developing an EdD in Nursing Education within
   next four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

.7. Submit new faculty self-statement document.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1, #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #
.8. Implement the new systematic evaluation plan in fall 2016.
   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).

**Other**

!1. Submit undergraduate and graduate catalog changes as needed.
   1. MSN Practicum courses
   2. New general education and/or BSN courses
   3. All MSN course descriptions

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**What are the Measures/Metrics used to assess effectiveness?**
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

**The process of assessment per Action Plan: How were the results assessed?**
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department's action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

**What were the results?**

#### Strategic Plan Action Priorities

**AY2016-2017**

**Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)**

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. **Goal Met – All lecture courses are QM™ certified.**
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
      1. Waiting for CCNE approval by 10/31/2016
         1. **Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)**
2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. Goal Met – Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed.
This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.
   
   1. **Goal Met –** The survey and test course remain on the website, but were not widely used by perspective students.

0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

   1. **Goal Met –** A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. **Goal Met –** A grant was submitted to obtain funds to support CaLD students. The grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. **Goal Met -** Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016: 87.7%).

   **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**

3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. **Goal Met -** Ongoing

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in nursing programs.

   1. **Goal Met – See action priority #11.**

5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

   1. **Goal Met –** The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload.
working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD respondents can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. Plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

.11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus? How have operations changed? Discuss any barriers to implementation. If an action item, what is the current status?...
for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing

Strategic Goals 2016_2017_09202016_FINAL
Strategic Plan Action Priorities 2016_2017_09202016_FINAL
Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

1.c.: Submit to USM and MHEC for approval the B.S. in Health Science program.

Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Submit to USM and MHEC for approval the B.S. in Health Science Program.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.d.: Submit to USM and MHEC for approval the engineering program in collaboration with Cecil College.

Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Submit to USM and MHEC for approval the engineering program in collaboration with Cecil College.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.
Data from Baseline

Responsible Roles:

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017

Progress:

Action Priority
- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsibility Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:
- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

- Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
• Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

• Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

• Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.

• Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

• Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

• Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

• Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:
• Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ○ Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research

• Results: See General Education Program Report
• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ○ Unit: Academic Affairs in collaboration with other Divisions
  ○ Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ○ Unit: Provost, Deans, Department Chairs
  ○ Results: Completion of Program Review

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  ○ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  ○ Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.
Continuously assess, develop, and support academic programs to meet the needs of a changing student population.

Program Review Guidelines
SLAAG Annual Report
Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
EMC Plan 2016-2017
FSU PAR Data Reveal
Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Gen Ed Report Fall 2016
Provide a learning environment to facilitate and support students’ academic and personal growth and success.
EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team, CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concerns and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office’s initiatives.
Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving mid-term warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost’s office to offer two academic recovery sessions during the first week of fall and spring semesters for all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is specifically designed towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple
more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employee’s talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.
2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.
2.2 A list of all Preview attendees for each session was used to keep track of audits.
3.1 Work group meets.
3.2 New instrument developed and implemented.
3.3 Percent of student completing evaluation measured.
3.4 Timeliness of results back to ORIE faculty/advisers noted.
4.1 Distribution of probation/warning documents to students. Student presenters identified.
4.2 Percent of students requiring assistance notified. Referral process complete.
4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.
5.1 Counselors hired.
5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%) 564 had no issues 76 were not registered at the time of review 31 emailed for no credit-bearing math 54 emailed to confirm major (course selection indicated possible new major) 7 emailed for incorrect math course for major 20 emailed because schedule contained an course that would need added, swapped, or removed 3 emailed for ENGL 101 requirement 2 emailed for co-req or pre-req not met 5 emailed PRAISE for excellent GPAs
From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed adjustments. All other concerns were reviewed and explained by either anticipated AP credit SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%) 

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate start courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in need Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase the number of students who use tutoring services each semester, compared with previous year's usage.
2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year’s stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorin
services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

**What were the results?**

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**

Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
3.1: Student learning preparation.

Start: 7/1/2016
End: 6/30/2017

Progress:

Action Priority
- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:
- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
2. Provide a learning environment to facilitate and support students’ academic personal growth and success.
  
  Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chair

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

  4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

  Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

   Action Priorities:
   - Identify and implement new strategies for recruitment purposes.
     - Unit: Admissions, Enrollment Management Committee (EMC)
     - Results: See Enrollment Management Admissions report and EMC plan attached.
   - Engage and train faculty and staff in support of our recruitment efforts.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
• Results: See General Education Program Report
• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  • Unit: Academic Affairs in collaboration with other Divisions
  • Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  • Unit: Provost, Deans, Department Chairs
  • Results: Completion of Program Review

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  • Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  • Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- ![Continuously assess, develop, and support academic programs to meet the needs of a changing student population](image)
- ![Program Review Guidelines](image)
- ![SLAAG Annual Report](image)
- ![Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students](image)
- ![EMC Plan 2016-2017](image)
- ![FSU PAR Data Reveal](image)
- ![Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens](image)
- ![Gen Ed Report Fall 2016](image)
- ![Provide a learning environment to facilitate and support students’ academic and personal growth and success](image)
- ![EHSC Building](image)
3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support faculty implementation of experiential learning.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

.7. Submit new faculty self-statement document.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.
1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department's action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. Goal Met – All lecture courses are QM™ certified.
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
      1. Waiting for CCNE approval by 10/31/2016
         1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. **Goal Met – 3 students piloted and remain in the program.**
   2. Accept first cohort of students spring 2017
      1. **Goal Met – 7 students accepted and 6 remain in the program.**

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. **Goal Met – Cecil and Harford added to the list of ATB articulation agreements**
      2. **Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.**

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016
      1. **Goal Met – Proposal submitted and approved. Waiting final MHEC approval.**

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. **Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.**

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. **Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.**

   **Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)**

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. **Goal Met- Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.**

9. Continue to assess prospective students for e-readiness and provide training as needed.
   This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
1. Ongoing.

1. Goal Met – The survey and test course remain on the website, but were not widely used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

1. Goal Met – A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in our programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

1. Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload of the working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of this
options allow students to spread out the required 135 hours in unique and adult student friendly ways.

[Recruit and retain diverse and talented faculty and staff.  ( Aligns with University Strategic Goal #4 and Academic Affairs #2 ) ( Aligns with DoN Strategic Goal #1, #3 and #6)]

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

[Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.  ( Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4 ) ( Aligns with DoN Strategic Goal #3, #5, #6 and #7 )]

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016, plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

.11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in
for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Evidence, artifacts, and or back up documentation

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight
specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues World History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.
What were the results?

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop" particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist...
publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

3.a.: Encourage and support faculty implementation of experiential learning.

- **Start:** 7/1/2015
- **End:** 6/30/2016
- **Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

3.b.: Encourage and support sustainability initiatives.

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences
Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support sustainability initiatives.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:
Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.

Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300 level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program revision materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty...
learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**
**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain, update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective at recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

**Goal 5: Cover Staffing Needs**
We measure success in this area by whether or not we are able to hire for the position.

**The process of assessment per Action Plan: How were the results assessed?**

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with a rubric by the students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.
Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to classify and tally the types of professional development activities that occur within the department. Due to the availability of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the abi
measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division courses that courses would be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36: The number of credits required at most peer institutions varies from 30-42.
- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration - Teaching: The department updated the advising sheets to reflect the change in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).
Compliance Assist Training was not made available, so we were unable to complete it.

**Professional Development**

The department assisted 11 faculty members by providing up to $500 in reimbursement to those who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

**Cooperative ventures**

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with students on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9–10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also reviewed data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, professors are a part of the listservs for their professional organizations and/or serve on advisory and editing boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a second major.
Cover Staffing Needs

Based on our department’s assessment of course demand and requirements for the degrees, we determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

How was this plan and results conveyed to your Division/Department?
The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked as a volunteer to help the department achieve these items. The annual department retreat in September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
- FLL_PR_2017
- LEARNING OBJECTIVE 1 Write-Up Dec 2016
- Literature_concentration_Retreat_HO
- MDFL_concentration_Retreat_HO
- MLA survey_draft
- New Period Course Rotation 2017
- PW_concentration_Retreat_HO
- Scoring Rubric for ENGL101 Assessment-12
- Written Rubric (005)

- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final

- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18

- Professional Development
  - ENGLFLL_prof_dev_2015

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2016 Department of Nursing Annual Report

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** [You do not have access to view this field.]

**Providing Department:** Nursing

**Responsible Roles:** [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Strategic Goals

**AY2016-2017**
1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2018).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
      1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. Ongoing

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing n
of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.


Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1, #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.


10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department’s action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results? Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
1. By end of fall 2016, all of the MSN courses will be certified by QM™
   - Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   - Waiting for CCNE approval by 10/31/2016
   - Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
   - Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)

3. Implement BSN Collaborative Model between ACM and FSU
   - Pilot three students in Fall 2016
     - Goal Met – 3 students piloted and remain in the program.
   - Accept first cohort of students spring 2017
     - Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   - AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
     - Goal Met – Cecil and Harford added to the list of ATB articulation agreements
     - Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   - Submit program proposal fall 2016
     - Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee
   - Appointed/invited members
   - By-laws
     - Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   - Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

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Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
1. Consider new options for marketing to MSN perspective students.

2. Ongoing

   1. **Goal Met** - Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing

   1. **Goal Met** - The survey and test course remain on the website, but were not widely used by perspective students.

0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

   1. **Goal Met** - A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. **Goal Met** - A grant was submitted to obtain funds to support CaLD students. The grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. **Goal Met** - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

**Promote and support activities of educational distinction.** (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. **Goal Met** - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.
1. **Goal Met – See action priority #11.**

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

  1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on working RN. Students are able to complete 30 hours prior to the start of the course to spread out the required 135 hours in unique and working-adult student friendly ways.**

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

  1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

    1. **Goal Partially Met – PIN approved; search committee in process for new hire.**

.7. Submit new faculty self-statement document.

    1. **Goal Met – Document was submitted and approved.**

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

    1. Pre-semester meetings and monthly meetings
    2. Data analysis including program assessment plans for BSN and MSN
    3. New/updated survey implementation for BSN and MSN
    4. Implement new meeting minute process.

    1. **Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.**

.9. Complete Program Review for FSU internal processes.

    1. **Goal Met – Program review completed for the BSN program.**

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

    1. **Goal Met**

**Other**

!1. Submit undergraduate and graduate catalog changes as needed.
1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. **Goal Met – All submissions approved.** MSN submission will not be in effect until a new catalog year or supplement is published.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

**How was this plan and results conveyed to your Division/Department?**

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

**Evidence, artifacts, and or back up documentation**

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

**2017 History Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** History
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Assessment**
   
   Examine goals, outcomes and assessments of the History major and History’s GEP course (HIST 100) and apply the results to curricular planning.

2. **Collaboration**
   
   Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3. **Professional Development**
   
   Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4. **Staffing**
   
   Address critical staffing needs.
5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

4b: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

**What are the Measures/Metrics used to assess effectiveness?**
See Results below.

**The process of assessment per Action Plan: How were the results assessed?**
See Results below.

**What were the results?**

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might “close the loop” particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women’s Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS’ Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events...
for the first time in spring.

**3a: Faculty Development Funding**

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

**3b: Faculty Mentoring of Students**

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

**4a: PIN Conversions**

We submitted pin conversion requests for N. Schuster and M. Wehrman.

**5a: Replacing Antiquated Furniture**

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

**5b: Updating Audio-Visual Equipment**

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

**How was this plan and results conveyed to your Division/Department?**

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

**Evidence, artifacts, and or back up documentation**

No items to display.

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**3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.**

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**

Support faculty research, creative activities, and regional engagement activities, especially those involving students.

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

*3.c.*: Support faculty research, creative activities, and regional engagement activities, especially those involving students.

**Start:** 7/1/2015  
**End:** 6/30/2016  
**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

*3.d.*: Encourage and support interdisciplinary learning opportunities.

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

*2016 Department of Nursing Annual Report*

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Nursing  
**Responsible Roles:** [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

**Strategic Goals**

**AY2016-2017**

1. Develop initiative to expand new programs.

   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY201)
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)
8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. Ongoing.

0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in our programs.

5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.
   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
.10. Submit AACN annual survey and CCNE substantive change document (if needed).
    Other

?1. Submit undergraduate and graduate catalog changes as needed.
   1. MSN Practicum courses
   2. New general education and/or BSN courses
   3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department's action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortages. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. Goal Met – All lecture courses are QM™ certified.
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
1. Waiting for CCNE approval by 10/31/2016
   1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
   2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. Goal Met– Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Frostburg State University 9/7/2017 10:15 AM
Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.
   1. Goal Met – The survey and test course remain on the website, but were not widely used by perspective students.

.0. Develop a dismissal procedure for the department
   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

   1. Goal Met – A dismissal policy was approved for the department of nursing and be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.

   1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic
1. **Goal Met –** The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responses can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working adult student friendly ways.

**Recruit and retain diverse and talented faculty and staff.** (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing numbers of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. **Goal Partially Met –** PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. **Goal Met –** Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.** (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. **Goal Met –** The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. **Goal Met –** Program review completed for the BSN program.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. **Goal Met**

**Other**

.11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. **Goal Met –** All submissions approved. MSN submission will not be in effect until a new catalog year or supplement is published.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing

- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History’s GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment...
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.
The process of assessment per Action Plan: How were the results assessed? See Results below.

What were the results?

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We present assessment results in department meetings and discussed how we might "close the loop" particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS' Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.
3b: Faculty Mentoring of Students
A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions
We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture
We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment
We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation
No items to display.

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support interdisciplinary learning opportunities.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing
Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.e.: Seek resource enhancement from both internal and external resources within a framework of responsible resource management.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Seek resource enhancement from both internal and external resources within a framework of responsible resource management.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Assessment
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Develop new programs and modify existing programs in alignment with institutional goals and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.
Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelloCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

**The process of assessment per Action Plan: How were the results assessed?**
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

**What were the results?**
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

   Action Priorities:
   - Identify and implement new strategies for recruitment purposes.
     - Unit: Admissions, Enrollment Management Committee (EMC)
     - Results: See Enrollment Management Admissions report and EMC plan attached.
   - Engage and train faculty and staff in support of our recruitment efforts.
     - Unit: Provost, Deans, Associate Vice President of Enrollment Management
     - Results: College hosted open house completed in April 2017. See EMC results for additional details.
   - Provide institutional and financial support for recruitment activities.
     - Unit: President and Provost
     - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
   - Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
     - Unit: Assistant Provost for Student Success and Retention
     - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.
   - Deployment of technological tools to enhance recruitment.
     - Unit: Associate Vice President of Enrollment Management
     - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.
Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
  - Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.
What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based on survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report: Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.
Evidence, artifacts, and or back up documentation

- HELIO
- HELIO/FSU presentation
- Middle States
- Monitoring Report Due March 1
- PAR
- FSU PAR Reveal
- Training
- Campus Labs Training Articulating and Measuring Success
- Compliance Assist Training

Advance: AACSB Accreditation

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Business

Documentation

- Storyboard
  - Story Board COB Hospitality Taiwan

Data from Baseline

Responsible Roles:

Advance: DBA Program

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Develop a Doctorate of Business Administration with a targeted program Launch: Fall 2016

Providing Department: College of Business

Documentation

- Storyboard
  - DBA storyboard 12.17.13
- Survey Results
  - Copy of DBA Survey Summary_09232013-charts
  - DBA Course Inventory

Data from Baseline
Responsible Roles:

Advance: Development of Master of Nursing Program
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority
Providing Department: College of Liberal Arts and Sciences

Documentation
- Storyboard
- Storyboard template_Goal 3

Data from Baseline
Responsible Roles:

Advance: Europe initiative and partnership with UMUC for Secondary Education
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority
Providing Department: College of Education

Documentation
- Storyboard

Data from Baseline
Responsible Roles:

Advance: Experiential Learning
Start: 9/1/2013
End: 6/30/2015
Progress: Ongoing

Action Priority
The Center for Advising and Career Services will highlight student internship experiences through a series of video projects designed to showcase a variety of experiential learning opportunities available to students.

Providing Department: Student Affairs

Documentation
- Storyboard
- Experiential Learning

Data from Baseline
Responsible Roles:
**Start:** 9/1/2013  
**End:** 8/31/2014  
**Progress:** Ongoing

**Action Priority**  
**Providing Department:** College of Liberal Arts and Sciences

**Documentation**  
- Storyboard  
- Storyboard template_Goal 1

**Data from Baseline**  
**Responsible Roles:**

**Advance: Hospitality Management Program with AC and Vanung**  
**Start:** 9/1/2013  
**End:** 8/31/2014  
**Progress:** Ongoing

**Action Priority**  
**Providing Department:** College of Business

**Documentation**  
- Storyboard

**Data from Baseline**  
**Responsible Roles:**

**Advance: Implementation of Ed.D. program at USMH**  
**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:** Ongoing

**Action Priority**  
**Providing Department:** College of Education

**Documentation**  
- Storyboard

**Data from Baseline**  
**Responsible Roles:**

**Advance: NCATE Accreditation**  
**Start:** 9/1/2013  
**End:** 8/31/2014  
**Progress:** Ongoing

**Action Priority**  
**Providing Department:** College of Education
Specify your Division/Department Goals Priorities.
1. Deliver high-quality academic programs to students.
2. Disseminate notable and timely research to the academic, business, and governmental communities.
3. Have a positive impact on business development and economic growth of the region.
4. Recruit, develop, and retain high-quality students, faculty, staff, and administrators.
5. Engage stakeholders in collaborative relationships.
6. Use innovative approaches to facilitate and support opportunities for development of ethical leadership and global experiential learning.

Specify how your Division/Department Goals align to FSU strategic planning goals.
1. CoB Goal 1 maps closely with Goals 1 and 5 of Frostburg State University ("University", "institution").
2. CoB Goal 2 supports Goals 1, 4, 5, and 6 of the University.
3. CoB Goal 3 aligns most closely with Goal 6 of the institution.
4. CoB Goal 4 contributes to Goals 3 and 4 of Frostburg State University.
5. CoB Goal 5 maps with Goals 1, 3, 4, 5, and 6 of the University.
6. CoB Goal 6 aligns with Goals 1 and 5 of the institution.

Specify your Division/Department Actions Priorities/Plans.
GOAL I: Deliver high-quality academic programs to students.

ACTION PRIORITIES:
1. Engage students in their own learning through innovative teaching methodologies, programs, and content.
2. Enhance faculty capabilities and support their efforts for greater teaching effectiveness.
3. Encourage teaching innovation through faculty interactions at in-house presentations, seminars, workshops, and conference participation.
4. Ensure that advanced instructional technology is available and utilized by the faculty.
5. Monitor student learning outcomes to ensure quality, rigor, critical thinking, and currency through an effective Assurance of Learning program.
6. Engage students in experiential learning activities including internships, applied projects, study abroad, etc.
7. Evaluate the feasibility of concentrations in the MBA program.

GOAL II: Disseminate notable and timely research to the academic, business, and governmental communities.

ACTION PRIORITIES:
1. Provide an environment that nurtures and supports faculty research capabilities.
2. Ensure availability of adequate technology, software, and databases to support faculty research.
3. Foster an environment conducive to interdisciplinary research and faculty-student collaboration.
4. Ensure qualifications of faculty according to College of Business’ standards of faculty qualifications and engagement.

GOAL III: Strive to have a positive impact on business development and economic growth of the region.

ACTION PRIORITIES:
1. Encourage and facilitate engagement between students, faculty, alumni, the business community, and government agencies.
2. Facilitate and support delivery of professional services to external constituencies through developmental workshops, contract research, and/or consulting.

GOAL IV: Recruit, develop, and retain high-quality students, faculty, staff, and administrators.

ACTION PRIORITIES:

A. Recruit, develop, and retain high-quality students
1. Develop and implement new strategies to increase enrollment.
2. Ensure that students receive support for professional development and career planning.
3. Provide opportunities for individual faculty-student interaction through academic advising, student club activities, independent study opportunities, and developmental coursework.
4. Expand developmental opportunities for students through field trips, internships, academic conferences, guest speakers, faculty-led research projects, and global experiential learning programs.

B. Recruit, develop, and retain high-quality faculty, staff, and administrators
1. Recruit highly-qualified faculty, staff, and administrators with salaries commensurate with comparable institutions.
2. Support and expand professional development opportunities.
3. Maintain and support the Faculty Mentoring Program.
4. Foster an environment conducive to teaching, learning, and intellectual excitement.
5. Ensure that the evaluation process is fair and effective.
6. Ensure that the faculty renewal, promotion, sabbatical, and tenure processes are fair and effective.
7. Foster a spirit of collegiality, cooperation, engagement and mutual respect as a major component of the College of Business culture.
8. Value and promote diversity in the College of Business team.
9. Maintain and support a Staff Development Committee.

GOAL V: Engage Stakeholders in collaborative relationships.

ACTION PRIORITIES:
1. Maintain an effective CoB Advisory Board as an integral part of its strategic direction and planning.
2. Promote and facilitate students’ participation and involvement in the Student Advisory Co and other College of Business committees.
3. Ensure full-time faculty members’ participation in the governance of the College.
4. Continue to engage and incorporate input from constituencies regarding College of Business strategic direction and decision-making.
5. Inform constituencies about the College of Business through the College’s newsletter and website.
6. Continue to improve communications among students, alumni, faculty, staff, administrators and the community.

GOAL VI: Use innovative approaches to facilitate and support opportunities for development of ethical leadership and global experiential learning.

ACTION PRIORITIES:
1. Expand global experiential learning opportunities for students, faculty, and staff.
2. Develop and utilize strategic partnerships to enhance experiential learning.
3. Expand leadership opportunities for students and faculty.
4. Continue to support ethical leadership and global perspectives in business curricula.

What are the Measures/Metrics used to assess effectiveness?
Metrics used to assess effectiveness of each of the goals includes:

Goal 1:
a. Number of approved, new programs; effectiveness of new programs attracting student enrollment, participation, and satisfaction with the offerings.
b. Effectiveness of curricular revisions in meeting CoB learning goals and meeting the educational needs of students at the graduate and undergraduate levels.
c. Faculty participation in utilizing appropriate technologies in support of improving teaching.
d. Number of experiential learning opportunities and student participation in each.
Goal 2:

a. Number and quality of research publications of the CoB faculty and staff.

b. Assurance of faculty sufficiency in each program/discipline according to 2013 AACSB standards.

Goal 3:

a. Number of events that bring together appropriate subsets of faculty, staff, and students.

b. Number of consulting assignments and other productive engagements with external communities.

Goal 4:

a. Trends in student enrollment, retention, and graduation rates.

b. Trends in faculty recruitment and retention rates.

Goal 5:

a. Growth in CoB Advisory Board.

b. Number and range of Board member contributions to the CoB.

c. Faculty participation in College governance.

Goal 6:

a. Number of global experiences for students, faculty, and staff.

b. Number of active and productive partnerships with international institutions.

c. Feedback on outcomes provided by students, faculty, staff, alumni, University, and external community.

The process of assessment per Action Plan: How were the results assessed?

Goal 1:

a. The implementation of approved, new programs is continuing with the number of student satisfaction with such offerings being tracked.

b. The College’s Assurance of Learning (AoL) continues to assess effectiveness of curriculum pedagogies in tracking student attainment of CoB learning goals at both undergraduate and program levels.

c. The number of faculty participating in new technologies or other course design and pedagog improvements are tracked via the annual faculty evaluation mechanism.

d. Number of experiential learning opportunities and student participation in each is being tr
with the goal to increase these opportunities for more students over time.

**Goal 2:**

a. The number and quality of research publications of the CoB faculty and staff is tracked via faculty evaluation system and the mechanism for award of additional funding for professional development achievements.

b. Faculty sufficiency metrics, consonant with 2013 AACSB standards, are being tracked via SEDONA platform and tracked on an annual basis.

**Goal 3:**

a. The number of events hosted by the College of Business that bring together various subsets of faculty, staff, students, and the external community is tracked and noted in the results.

b. The number of consulting assignments and other productive engagements with external communities is cataloged via the Center for Leadership Development (CLD) as well as the faculty evaluation system.

**Goal 4:**

a. The trends in student enrollment, retention, and graduation rates are periodically reviewed by the CEC and appropriate revisions made in various areas.

b. The trends in faculty recruitment and retention rates are reviewed and tracked. Reasons for separation of faculty are examined and inform strategies for the future.

**Goal 5:**

a. The departure of existing Board members and efforts to recruit new members are tracked.

b. The number and range of Board member contributions to the CoB are tracked and recorded in the results section.

c. The CEC assured full faculty participation in College governance via service on various committees and taskforces.

**Goal 6:**

a. The number of global experiences for students, faculty, and staff is tracked and reported in the results section.

b. The number of active and productive partnerships with international institutions is tracked and cataloged in the results section.

c. Qualitative feedback provided by students, faculty, staff, alumni, University, and external community on various outcomes is reviewed and discussed by the CEC and appropriate departmental forums for appropriate action.
What were the results?

Goal 1:

1. Under the auspices of a newly-created Hospitality Management concentration within the undergraduate Business Administration major, the CoB sent its first cohort of 3 students along with one faculty member to Vanung University in Taiwan for a six-week period, September - November, 2016. University news coverage of the program is found here.

2. a. A delegation comprising of Dr. John Bowman, Interim Vice President of International or Government Affairs, Dr. Sudhir Singh, Interim Dean of the College of Business and Dr. Yan B Professor of Accounting and MBA Program Coordinator, spent two weeks visiting many of partner universities in China and Taiwan in Fall Semester 2016. It met with university officials and faculty members from seven institutions located in Beijing, Nanjing, Changsha, and Taipei, towards implementing or creating new cooperative programs that will bring additional students from and Taiwan to the campus to earn degrees at Frostburg.

   2. b. The first of four annual cohorts of 120 students each was successfully recruited and begins its education at HUC since Fall 2016. This program enables HUC students to earn a B.S. degree in Economics with a minor in Finance from FSU. The 3-person delegation from Frostburg, noted above, visited the HUC campus in September 2016 to welcome the first cohort of students at a welcoming ceremony and to discuss a variety of implementation issues with top administrators at HUC. Its coverage in the local press is included here.

   2. c. In fulfillment of the aforementioned partnership between Frostburg and HUC, two courses were delivered successfully at the HUC campus in Changsha China to 118 freshman students during a six-week period during the summer, May-June, 2017. Dr. Yan Bao taught the introductory Financial Accounting course and Dr. Jill Morris taught the Freshman Composition course. Both faculty and student feedback was very positive and, in Fall 2017, three students from HUC continue their studies at the FSU campus, with more expected in Spring 2018 and beyond.

3. In response to student feedback and based upon benchmarking with peer institutions, the College of Business has instituted the 7-week course delivery model, in lieu of the full-semester model, in its online MBA program, to commence in Fall semester 2017. Other programmatic improvements in the MBA curriculum include planning for: (a) the consideration of alternate delivery modalities that would appeal to international markets; (b) potential reduction in the program’s curricular requirements; and (c) selective offering of specialized track areas that increase the program’s appeal to a wider student population.

4. In the spirit of seeking continuous improvement in its undergraduate core curriculum, the College of Business approved three major changes: (a) revised and reduced Program Learning Goals from ten earlier to seven, effective 2017-19 Undergraduate Catalog, to include proficiency in: business core knowledge, critical thinking and problem solving, ethical reasoning, oral communication, written communication, global perspective, teamwork and leadership; (b) changed earlier communication requirement to more intentionally focus on oral communication and (c) injected emphasis on global / intercultural competency in business context.

5. In support of best practices, several MBA program faculty – Dr. Ali Ashraf, Dr. Yan Bao, Dr. Kathie Shaffer, Dr. Shakil Rahman, Dr. Bill Anderson, and Dr. Eyad Youssef - have undergone training in Quality Matters (QM), so as to harmonize the student experience across the entire program. Dr. Ashraf was the first faculty member at FSU to have his course be awarded a Gold Status Badge by QM. QM is a nationally recognized, faculty-centered, system that is designed to certify the quality of online and blended courses and is one of the leaders in online education assurance of quality in course design. QM has received recognition for its peer-based approach where instructors review each other’s courses using the QM rubric thus setting quality standards for online courses.

6. CoB faculty have routinely participated in on- and off-campus seminars on teaching excellence as a part of their professional development.
7. The College of Business Assurance of Learning (AoL) Coordinator, Dr. Dwane Dean, submitted the College report on its annual assessment process and results to SLAAG in June 2017, which only covered undergraduate learning goals. Subsequently, the full report to the College Dean included the learning goal assessments for both undergraduate and graduate programs, as well as indirect evidence and an Appendix containing item analysis of the AoL pre-post exam. The assessment results indicate the College’s investment in sound assessment practices with observations or effecting continuous improvement. (See AoL Report attached in the Goal 1 Folder).

8. In support of the University’s emphasis on applied and experiential learning, the CoB offered several such opportunities to its students as follows:

A. Through a grant of $6,020 awarded under the auspices of PELEF, two projects were funded

(a) In November, 2016, Dr. Lilly Ye, Co-Advisor to Marketing Club, traveled with 14 members to New York City to attend a student communication and advertising career conference sponsored by New York Women in Communication. More than 40 professionals from top companies, such as Google and The Bloomberg Group, talked to students directly about how they started, the challenges they faced, and the combination of skills, knowledge and attitude it takes to remain at the top of their professions. Similarly, in April, 2017, Dr. Eyad Youssef, Co-Advisor to Marketing Club, led a team of 12 students to the American Advertising Federation’s Career Mosaic conference in Chicago, IL, for networking with key executives from Publicis Communications Lapiz, and Leo Burnett Ad Agency.

(b) In March 2017, Dr. Mike Monahan and Amit Shah, Advisors to SAM, lead a team of 4 students to participate in a Case Competition in Orlando, FL. The team won Second Place in the Small Chapter Division for Chapter Management, including: fundraising, speakers, chapter projects, and field trips.

(A Summary Report on the two PELEF-awarded projects is attached in the Goal 1 Folder.)

B. Other College-supported and student-organization-led projects included the following:

(a) Mr. Ryan Kentrus and Dr. JoAnna Shore guided members of the FSU Student Business Leadership Committee (SBLC) to hold its second annual 3-day leadership retreat at Wisp Re: McHenry, Maryland in September, 2016. The retreat was facilitated by current SBLC members and provided an opportunity for Frostburg State University (FSU) students interested in business to network with university alumni and enhance their leadership skills. A video created by members of the SBLC was shared with new and prospective students at a special Admissions Open House event in April, 2016.

(b) In October, 2016, two faculty members, Dr. David Kiriazis and Dr. Allen Shin, took nine students for a field trip to visit the Bank of America’s (BA) community development projects in Baltimore, MD. Organized by FSU alumnus, Mr. Brian Tracey, Vice President of Community Development Lending at BA, the trip provided an exceptional opportunity for FSU students and faculty to learn about how the Bank of America uses tax credits to repurpose historical buildings for new uses.

(c) Dr. Carol Gaumer, Advisor to Global Business Club, coordinated with Office of Leadership Experiential Learning at Frostburg in hosting a Uganda Water School fundraiser and event called Sherehe (“Celebration”) in November, 2016.

(d) Dr. Allen Shin, Advisor to Finance, Club, led a group of 7 students to visit the American Museum of Finance and Wall Street in New York City, NY in March, 2017.

(e) Dr. Jerry Venezia, Advisor to Global Business Club, facilitated his students’ meeting with Dao Nhan, Vietnam Minister of Trade on campus visit in April, 2017.
Goal 2:

1. Consonant with the feedback received from AACSB review process, the CoB ratified a new policy in December 2016 relating to its faculty qualifications standards that continue to elevate the College's base of intellectual capital with a discernible emphasis on improvement in the quality of faculty publications.

2. In AY 2016-17, faculty in the College published 32 articles in peer-reviewed journals, amidst a total of 53 scholarly activities that included research presentations at a variety of national and international conferences.

3. The work of some of our faculty published in top-tier outlets in their respective fields. For example: (a) Dr. Seonghee Han’s research in Finance was recognized in the national media. Her co-authored paper titled, "When Crisis Knocks, Call a Powerful CEO (or Not): Investigating the Contingent Link Between CEO Power and Firm Performance During Industry Turmoil", published in the Group and Organization Management journal was spotlighted on both the EurekAlert! website as well as the esteemed Science magazine; (b) Dr. Oleg Kucher and Dr. Suzanne McCoskey published their article, "The Long-run Relationship between Precious Metal Prices and the Business Cycle" in the prestigious Quarterly Review of Economics and Finance; and (c) the prolific work of Dr. Ehsan Ardjmand, in the area of Operations Management/Business Data Analytics/Expert Systems, was published in top journals in the field(s). Accordingly, the College’s base of intellectual capital continues to accrete well, consistent with the intellectual contributions expectations of its accrediting body, AACSB International, and in fulfillment of the emphasis applications as reflected in Frostburg’s educational mission.

4. Improvements in the physical and electronic infrastructure within the College of Business continues to occur in order to meet faculty's classroom needs via: (a) full furnishing of new computers in the College's computer labs/classrooms in Framptom Hall (FR) 208 and 328 in summer 2016; (b) installation of a new projector in the FR 208 computer lab; (c) replacement of 24 chairs in FR 208 with those providing better ergonomic support; (d) installation of all MS-Office, Adobe, and other suite of applications available in a modern business environment along with E-Views, SPSS, and other statistical software; and (e) re-purposing of two regular class (FR 302 and 303) into "smart" classrooms.

Goal 3:

1. At its Annual Honors Ceremony, held May 5, 2017, the CoB brought together its community of faculty, students, alumni, as well as selected members of the business community to honor academic and service accomplishments within its citizenry. (For a review of the complete program, please find attached the file in the Goal 3 folder.)

2. Four alumni returned to FSU on October 21, 2016 for the College of Business Career Expo to share with students about their time at FSU and how the College of Business prepared them to be successful in their careers. Wayne Scott ('89), Mary Beth Pirolozzi ('90 & '95), Tiffany Brown and Trevor DeVore ('13) offered students tips on how to better prepare for their careers after college. A common theme expressed across the speaker panel were the relationships they built not only with their peers, but specifically with CoB faculty members.

3. In support of economic development, Dr. Marty Mattare, Associate Professor of Management and Business Program Director at the University System of Maryland at Hagerstown (USMH) played a significant role in assisting the City of Hagerstown launch their new small business
incubator in November 2016. The BüroBox, of which Frostburg State University is considered a major partner, will serve as a membership-based collaborative workspace and resource center for entrepreneurs seeking to start or grow their businesses. The BüroBox is furnished with state-of-the-art equipment to help foster progressive and creative ideas and will help any small business with professional and affordable resources. Members can grow their start-ups, small businesses, or non-profits.

4. Mr. Ryan Kentrus, Lecturer, in the Department of Management, is serving as principal investigator in which FSU, along with its regional partners (TriCounty Council of Western Maryland, Allegany County Department of Community and Economic Development, Allegany County Chamber of Commerce, Garrett County Chamber of Commerce, Garrett County Economic Development, and Garrett College Information Enterprise Center (GIEC)), would undertake a feasibility study to investigate the state of existing businesses in Allegany and Garrett Count and discover the market for succession planning and exit planning strategies. The project commenced in Fall, 2016 and will conclude by Fall, 2017.

5. In support of the University's role as a catalyst for regional economic development, the CoB is a participant in a new effort, titled **Frostburg Forward**, wherein members of the local and regional community would work together to strategically implement a study commissioned by the City of Frostburg to attract new businesses to the Frostburg area and the greater region and create job opportunities for FSU students. CoB Interim Dean, Dr. Sudhir Singh, is a member of the Core Strategic Planning Group that will oversee the implementation of the study.

**Goal 4:**

1. Student recruitment efforts on the part of the CoB faculty occurred via presentations at Admissions Open House throughout the year.

2. A Special Open House event was piloted in April, 2016, providing opportunities to parents and prospective students to interact with the College's student ambassadors and faculty. Dr. Ali, Dr. Carol Gaumer, Mr. Ryan Kentrus, Dr. David Kiriazis, Dr. Shakil Rahman, and Dr. Chiulien Venezia, and their respective disciple-based student ambassadors shared program information and their own experiences as CoB students.

3. Experiential learning and other applied learning opportunities are noted under Goal 1 above.

4. Faculty recruitment and retention initiatives resulted in two new hires: Dr. Surajana Nababhaduri (Tenure Track - ECON) and Ms. Kiersten Butler (FTNTT - ACCT) whose term of service begins in Fall, 2017. Three faculty members, Dr. Dan Mizak (ECON), Dr. Dan Plucinski (BLA) and Ms. Carol Arnone (FTNTT-MKTG) sought retirement at the end of Spring, 2017, and one faculty member, Dr. John Neral (ECON) is scheduled to retire in December, 2017. All TT faculty were renewed, with the exception of one faculty member whose terminal year of service is AY 2017-18. Two faculty members, both in Finance, resigned over Summer, 2017, due to family and logistical challenges that entailed long-distance commuting on a weekly basis. Accordingly, the CoB is set to fill six positions in Fall, 2017 - one each in Economics, Global Business, Management, and Marketing, and two in Finance.

3. In a continuing effort to recognize merit and contribution among its faculty and staff, the College of Business honored Dr. Tom Sigerstad with the **2017 College of Business Excellence Award for Service** at the Annual Honors Ceremony, May, 2017, for his outstanding contributions at the Departmental, College, and University levels. Significant in scale and scope, Dr. Sigerstad’s achievements include: (a) his leadership of the College-level Faculty Development Committee has brilliantly reshaped the College’s policy on faculty development and intellectual contributions; (b) his efforts to shepherd the establishment of a new Hospitality Management program that provided Frostburg students with the opportunity for a valuable immersion experience in Taiwan; and (c) his role as Advisor to over 100 students in the highly successful Liberal Studies major.
4. Frostburg State University’s chapter of Beta Gamma Sigma (BGS) was recently awarded High Honors for the 2015-2016 academic year. This status is conferred on campuses where academic excellence is valued and where the faculty officers of the chapter work diligently to enhance Gamma Sigma’s stature on campus. In addition to receiving a Collegiate Chapter Honor Roll Certificate, FSU was also recognized at this year’s Regional Dean Conferences. As a High Honors Chapter, FSU qualified for a Leadership Scholarship to send two students to the 2016 Global Leadership Summit, which was held in Dallas, TX, in November 2016. Students Hannah Llewellyn and Kiersten O’Donnell represented FSU admirably at this event.

5. BGS induction ceremonies were held on campus in Fall, 2016 and Spring, 2017, inducting very best students at the graduate and undergraduate levels. Faculty inductees at the Fall, 2 ceremony were Dr. Yan Bao, Professor of Accounting, and Dr. Tony Stair, Professor of Econo

**Goal 5:**

1. In furtherance of the goal of engaging its stakeholders in collaborative relationships, in academic year 2015-16, the College of Business undertook a comprehensive effort to reorganize its Advisory Board in an effort to best utilize the talents and interests of our Board members. Comprehensive undertaking, the strategic impetus for which was founded upon the need to elevate the College’s profile and positioning within the marketplace for high-quality and affordable business education, as well as to increase the number of opportunities for CoB students and graduates.

2. Based on Board member feedback, the CoB Advisory Board undertook the following actions: (a) adopted a new governance document to guide the reconstituted CoB Advisory Board with five specific task-focused committees; (b) appointed a new Board Chair and Vice Chair; (c) extended invitations to prospective Board members based on professional experiences and competencies in an effort to effect demographic, geographic, and industry-sector diversification; (d) engaged directly with students via classroom visits, resume review, sharing of discipline-specific perspectives, as well as career guidance, and individual mentoring; and (e) created a Regional Business Network (RBN) to serve as a conduit for mutually beneficial relationships between the College of Business and the business community.

   (Board Governance Document and Board Engagement Survey both included in the folder for Goal 5)

3. Specific contributions of Board members included:

   a. Resume Review – 111 students in MGMT 310 Career and Professional Development I – Rick Brindle, Renee Bone, Pat Friel, Sam Griffith, Jim Hinebaugh, Ralph Jordan, Dave Mathews, Michelle McGough, Mark Palmer, Colleen Peterson, Kevin Turley

   b. Classroom Visits – Renee Bone, Pat Friel, Sam Griffith, Joe Lambert, David Nedved

   c. Mentoring / Coaching (Skype) – Ralph Jordan

   d. Regional Business Network Visits

       - November 30, 2016: National Jet Company - Sam Griffith

       - March 7: Savage River Lodge – Mike Dreisbach

       - April 24: Western Maryland Health System (WMHS) – Kevin Turley

   e. Student Shadowing Experience (WFS) – Randy Fairbank

   f. Summer Internship (WMHS) – Kevin Turley
g. Governance Committee – Four new Board Members approved

4. All CoB faculty were assigned to at least one standing College committee or taskforce.

5. College of Business newsletters continue to be published twice each year, with one published early Fall semester to cover the Spring and summer activities and the other at the start of the Spring semester to highlight College achievements in the Fall semester.

**Goal 6:**

In support of the University's and CoB's respective emphases on creating a global mindset within the community of faculty, staff, and students, the following activities were undertaken:

1. A delegation comprising of Dr. John Bowman, Interim Vice President of International and Government Affairs, Dr. Sudhir Singh, Interim Dean of the College of Business and Dr. Yan B Professor of Accounting and MBA Program Coordinator, spent two weeks visiting many of their universities in China and Taiwan in Fall Semester 2016. It met with university officials and faculty members from seven institutions located in Beijing, Nanjing, Changsha, and Taipei, towards implementing or creating new cooperative programs that will bring additional students from and Taiwan to the campus to earn degrees at Frostburg. The centerpiece of the trip was the delegation’s visit to Hunan University of Commerce (HUC) to meet 120 freshmen enrolled in HUC/Frostburg program leading to a Bachelor’s degree in economics with a minor in finance. Delegation also visited Frostburg hospitality management students at Vanung University in Taiwan who were taking courses in human resource management and Asian cuisine.

2. In fulfillment of the cooperative partnership between Frostburg and HUC, referenced above, two courses were delivered successfully at the HUC campus in Changsha China to 118 freshmen students during the summer, May 22nd through June 30th. Dr. Yan Bao taught the introductory Financial Accounting course and Dr. Jill Morris taught the Freshman Composition course. Both faculty and student feedback was very positive and, in Fall 2017, three students will continue their studies at the FSU campus.

3. Consonant with the partnership agreement with DHBW, Bad Mergentheim campus in Germany, several College of Business faculty -- Dr. Kenneth Levitt, Dr. Jeffrey McClellan, Dr. Michael Monahan, Dr. Amit Shah, Dr. Sudhir Singh, and Dr. Lilly Ye -- traveled to that campus through the year for short-term, instructional opportunities that were highly successful; this partners expected to deepen over time, with additional exchange opportunities between faculty of the institutions and spurring possibilities for collaborative, discipline-centric research. The College welcomed two DHBW students in Spring Semester, 2017.

4. Four students from the CoB participated in an innovative, ten-day course, Responsible Management, offered at our partner institution, ESC School of Business in Rennes, France, in 2017. This educational experience exposed them to concepts of socially sustainable business practices that characterize an ethically-centered corporate strategy in an exceptional global setting.

5. In May 2016, a delegation comprised of FSU administration and faculty - Dr. John Bowman, Sudhir Singh, and Dr. Natalia Buta, along with economic development officials in Allegany and Washington counties in MD, undertook an exploratory visit to the Vietnam Trade Office in Washington, DC to discuss opportunities for collaboration between selected educational institutions and businesses in Vietnam. A follow-up visit will occur at a mutually-determined time.

6. In an effort to institutionalize intercultural competency in its undergraduate curriculum, the CoB has embedded such content into its MGMT 310 Career and Professional Development II course with the change slated to take effect in Fall, 2017.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of 2016 continue to be evaluated and will be incorporated into the College’s revisions to its strategic plan and implementation in summer and early fall of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For example, in intentional pursuit of expanded opportunities for experiential learning, and even employment, for students, a Student Internship Fair is being planned in early Spring, 2018.

In the area of international partnerships, the College will seek to finalize the creation of a 2+1 program in Business Administration with a concentration in General Management with the National United University (NUU) in Taiwan. Similarly, it will work with the leadership of HUC to facilitate increased enrollment in its course offerings on the main campus.

At the undergraduate level, the feasibility of a concentration in Sport Management within the Business Administration major, possibly in collaboration with the College of Education’s offer of Adventure Sports Management, will be explored.

At the MBA program level, the feasibility of concentrations/tracks will be explored along with that of a face-to-face delivery modality.

Finally, the Interim Dean will continue to serve on the Frostburg Forward Core Planning Group along with selected College faculty - Dr. Carol Gaumer, Dr. Mike Monahan, and Dr. Amit Shah - in an effort to establish FSU's contributions to catalyzing the region's economic climate.
How was this plan and results conveyed to your Division/Department?
As is customary in the College of Business, the process of planning and sharing of results occurs on a continual basis and is accomplished along multiple, overlapping lines of communication follows:

1. Dean’s communication with members of the College Executive Council [comprising of Dean, Associate Dean (position vacant since August 2015), 4 Department Chairs, MBA Program Coordinator, and Executive Administrative Assistant to the Dean].
2. Department Chairs’ additional update/s to their own departmental faculty and staff.
3. Meetings of relevant faculty and staff directly responsible for executing elements of the reported plan [such as the Hunan University of Commerce, China, agreement], as appropriate.
4. Appointment of taskforces/committees, as appropriate, that provides structure to the assignment and "ownership" of various initiatives among identified faculty and staff.
5. Dean’s oral report to the College of Business community typically at the beginning and end each semester, and occasional issue-centric meetings during the semester, wherein faculty feedback is invited and incorporated, as appropriate.

Evidence, artifacts, and or back up documentation.
Pertinent evidence and documentation have been attached, as noted earlier, for purposes of additional detail.

Goal 1
- CoB AoL Annual Report, 2016-17
- CoB Newsletter Fall 2016 Vol 6 Issue 1
- Summary-PELEF-Provost-Nov-23-2016

Goal 3
- CoB Honors Ceremony Program May 2017

Goal 5
- CoB Advisory Board Member Engagement Survey - FINAL
- CoB Advisory Board Purpose and Governance - FINAL

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Mission

The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.
Program Objectives parallel professional expectations.

The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrative art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.

Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.
Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic mail for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are pursuing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill:

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.
Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through gallery shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other locations on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional intern and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

**The process of assessment per Action Plan: How were the results assessed?**

**Faculty/Staffing Needs:**

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

**Safety, Facilities Maintenance:**

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.
Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec
budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes
Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group
Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery
Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors
Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de
Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

**What were the results?**
see above

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.

**How was this plan and results conveyed to your Division/Department?**
In faculty meetings and by email

**Evidence, artifacts, and or back up documentation**
No items to display.

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### 2016 Assessment & IR Annual Report
**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** English  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. **Assessment:** Examine goals, outcomes, and assessments of General Education courses and the English major.  
2. **Professional Development:** Encourage, support, and track professional development.  
3. **Cooperative Ventures:** Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.  
4. **ELL/ENGL/MDFL cooperation:** Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.  
5. **Cover Staffing Needs:** The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of fair workload and coverage for in-demand courses.

**Specify your Division/Department Actions Priorities/Plans.**
**Goal 1: Assessment**

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assess
ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experien learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE - Continue to work with CIE to place exchange and international students in the appropr
sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.
**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position(s).

**The process of assessment per Action Plan: How were the results assessed?**

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.
For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists where we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?

Assessment
The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division courses so that courses be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed a proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.
• The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, many profes
are a part of the listservs for their professional organizations and/or serve on advisory and editorial boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFA as a major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Most of the goals are designed as ongoing. Therefore, they were approved by the department next year. Under each goal, the action priorities are adapted to enable further progress on the goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate to also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**
The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.

Goal #1:
The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: CLAS #3, University #1, #5, Academic Affairs #3]

Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum and the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.
2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some extent and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.
How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

\[2016-2017 \text{ Theatre & Dance SP final report}\]

\[2016 \text{ Assessment and IR Annual Report}\]
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfactory survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.
Specify your Division/Department Actions Priorities/Plans.
- AP1. Actively monitor and follow-up on Beacon alerts. (Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own space (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own locker year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professional sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?
- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean, median and mode of service years of current full-time staff. (Goal 3)

The process of assessment per Action Plan: How were the results assessed?
- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal 2)
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compare change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?
- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Beacon Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Goal 2)
- AP3. Increase the number individual lockers from 128 to 216. (Goal 2)
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mode number of years of service ###. (Goal 3)

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
- AP1. We have conducted a supplemental training with coaches to increase their efficiency...
Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additional resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (Goal 2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goal 2)
- AP4. New Cardio Equipment has generated excitement among the campus community. No additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2017. (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain or better coaches. We will need to be willing to make retention adjustments to salaries whever needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Auxiliary Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?
- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each store as well at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?
- AP1- The meal equivalency start time was moved up to correspond to class scheduled time.
This allowed customers to get in the Station sooner and reduced the backlog. Customer surveys will be done to see if customer satisfaction increases.

- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 yr high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

How was this plan and results conveyed to your Division/Department?
- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.
2. **First Year Student Scheduling Audits**

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. **ORIE 101 Course Evaluation Redesign**

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. **Support for Students on Probation and Warning**

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. **CAAR Staff Recruitment & Training**

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

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**Specify your Division/Department Actions Priorities/Plans.**

1.1 **Freshman Progress Survey Outreach** -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 **Outreach to Students with Mid-term Warnings** -
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 **Spring Schedule Audits** - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 **Summer 2017 Preview Schedule Audits** - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 **Instrument Design** - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.
4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost’s office to offer two academic recovery sessions during the first week of fall and spring semesters to all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation/warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to each attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.
Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselor FPS issues. This is up from 3 FPS students from last fall.
1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students' appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)
564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained a course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation(updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered survey during the first two weeks of December( closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All
emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due dates. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and student contacts now that more team members are involved. Enhancement funds were granted to FSU support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)
How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Center for International Education Annual Report
Start: 7/1/2015
End: 6/30/2016
Progress: [You do not have access to view this field.]
Providing Department: Center for International Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Increase new partnerships with international college and universities.
Increase the number of international students at FSU
Increase the number of global programs on campus

Specify your Division/Department Actions Priorities/Plans.
Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergraduate programs.
Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg State University.
Increased the number of global programs developed by the university for students, faculty and staff.

What are the Measures/Metrics used to assess effectiveness?
The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreements created or enhanced during the 2016 evaluation year.
The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.

The process of assessment per Action Plan: How were the results assessed?
At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and various departments on campus will continue to build these new programs in the coming years.
The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.
The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had attended and participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?
A total of three degree programs between the University were established or enhanced. These programs include a joint c
B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master’s degree program in computer science with the Communication University of Chine, Beijing; and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the University's international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degree programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.

The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 at the end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of Internation Affairs to maintain our relationships with international partner institutions. The CIE in cooperation with student clubs and other university offices developed and supported two new cultural program during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Service a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, and staff.

In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Additional staff resources from other departments/units of the University assisted the CIE in providing services to international students. These units included colleges, Offices of Graduate Services and the Office of Admissions. A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more students visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of office help each week.

Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and the Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and community donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did provide transportation for the Chinese students to the mall.

How was this plan and results conveyed to your Division/Department?

The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discussions. The International Education Advisory Council (IEA) was updated each month about the international student statistics (number of students, majors, locations, etc.). The director had regular (weekly) meetings with the CIE staff and biweekly meetings with the Interim VP of International and Government Affairs.

Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparation for these programs. The CIE also met regularly with Graduate Services, the Frostburg Indian and South Asian Student Association, and the Chinese students.

Evidence, artifacts, and or back up documentation

CIE Department Report 2016 for PACIE

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals
AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN
    1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process. 

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #3)

8. Continue to expand recruiting and marketing to community colleges and healthcare insti
t for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed.
will be done via the website through survey and test course and scheduled orientation se
for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and 
Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various 
strategies to include the Program Resource Center, website, orientations, satisfaction sur-

.3. Continue to train faculty on best practices in online learning with the assistance of CIT 
instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 
12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement 
best practices working with Culturally and Linguistically Diverse (CaLD) students in online pro-

.5. Integrate various educational methodologies to enhance learning and understanding of 
population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. 
Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs 
RN-BSN program and the addition of the MSN program.
1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.

- Promote and support a culture of assessment within CLAS which is critical for or Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

  1. Pre-semester meetings and monthly meetings
  2. Data analysis including program assessment plans for BSN and MSN
  3. New/updated survey implementation for BSN and MSN.
  4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

!1. Submit undergraduate and graduate catalog changes as needed.

  1. MSN Practicum courses
  2. New general education and/or BSN courses
  3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studer retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

<table>
<thead>
<tr>
<th>Strategic Plan Action Priorities</th>
<th>AY2016-2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns w</td>
<td>DoN Strategic Goal #1 and 2)</td>
</tr>
<tr>
<td>1. Implement MSN program</td>
<td></td>
</tr>
<tr>
<td>1. By end of fall 2016, all of the MSN courses will be certified by QM™</td>
<td></td>
</tr>
</tbody>
</table>
1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN.
   1. Waiting for CCNE approval by 10/31/2016
   
   1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
1. **Goal Met - Recruitment in PA was added to the current marketing plan for execution FY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.**

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. **Ongoing.**

      1. **Goal Met – The survey and test course remain on the website, but were not widely used by perspective students.**

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. **Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.**

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

      1. **Goal Met – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.**

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

      1. **Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.**

   Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

      1. **Goal Met - Ongoing**

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

      1. **Goal Met – See action priority #11.**

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of
Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.
   1. Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the required 135 hours in unique and working-adult student friendly ways.

   **Recruit and retain diverse and talented faculty and staff.** (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.
   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.
      1. Goal Partially Met – PIN approved; search committee in process for new hire.

   1. Goal Met – Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.** (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.
   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.
      1. Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.

   1. Goal Met – Program review completed for the BSN program.

10. Submit AACN annual survey and CCNE substantive change document (if needed).
    1. Goal Met

**Other**

11. Submit undergraduate and graduate catalog changes as needed.
    1. MSN Practicum courses
    2. New general education and/or BSN courses
    3. All MSN course descriptions
      1. Goal Met – All submissions approved. MSN submission will not be in effect until the next AY.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in place for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, financial resources, and staffing needs (DoN Goal #7) as new programs are added and being planned for the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report
Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide systematic process to maintain and refurbish academic and student facilities.
2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Increase coverage of surveillance cameras on campus and migrate all existing cameras to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?
AP1 - How many cameras were added, are they all on the enterprise system?
AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purchase the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation
- Capture1
- FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Decrease the University's turnover rate for salary and benefited positions so that the turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)
What are the Measures/Metrics used to assess effectiveness?
- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

The process of assessment per Action Plan: How were the results assessed?
- AP1 - Results were assessed by comparing the working budget turnover rates for fiscal years 2016 and 2017.
- AP2 - Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?
- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94%.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased to 1.2%.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
- AP1- For FY 2018 the University was not able to continue with the reduction in the turnover rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budget reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and again the goal was attained. Resources were reallocated to meet this goal and a high level of priority was placed on the facility renewal of the campus.

How was this plan and results conveyed to your Division/Department?
- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of the budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation
- AP1
  - Object 01 summary for WB book FY2016
  - Object 01 summary for WB book FY2017
  - Object 01 summary for WB book FY2018
- AP2
Specify your Division/Department Goals Priorities.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendly" application for admission
   h. Continue international recruitment efforts

2. Graduate Program Offerings:

   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.
a. Support new program development
b. Coordinate the redesign of the M.Ed. Interdisciplinary program
c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey
c. Participate in the implementation and development of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus
b. Coordinate the meet and confer meetings for GAs with administration
c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality
a. Participate in the USM Assessment Initiative
b. Participate in GLAAG
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase). Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats
3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

**Measures:** Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

**Measures:** Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

**Measures:** Student Survey Data and 6 year Graduate Rates

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017. (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed See Website Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
<td></td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td>Revise agreement and</td>
</tr>
</tbody>
</table>
Student Initiatives implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.

Support New Program Development and Program Redesign

See Goal 2 Report

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Development. Move goal to next year.</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development. Move goal to next year.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 M.Ed. Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data, Survey Data, Assessment of fall and spring 2017/18 enrollment data and develop student satisfaction survey to assess students satisfaction with the new model</td>
<td>Continue with Phase II. Move goal to next year.</td>
</tr>
</tbody>
</table>

### 3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey who will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey**: Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey**: The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx**: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented Spring 2017 Graduation.</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard. Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
</tr>
</tbody>
</table>

### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide the opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.
Task | Status/Outcome | Supporting Documents | Next Steps/Improvements
--- | --- | --- | ---
Participate in USM Assessment Convening | Completed | OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening. | This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.

Participate in GLAAG Committee Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines. | Completed | Graduate catalog is a 2017/18 task. | See survey documents

Provide data to programs related to quality in graduate programs and support services | Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017. | Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

**How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year’s plan; and 2) Were resources allocated or redistributed based upon t results?**

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to use the data for improvement.

c. Use of Enrollment data in Helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.
1. Established a student social club (The Dead Poets Society) that met weekly; actively managed a departmental Facebook page; met with calculus classes in local area schools; participated in Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491; encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mathematics conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assessment instrument and facilitated the assessment for both Fall 2016 and Spring 2017.
**What are the Measures/Metrics used to assess effectiveness?**
1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

**The process of assessment per Action Plan: How were the results assessed?**
The department had no formal process of assessment in place for any of the goals aside for number 5. See next section (Results) for additional details.

**What were the results?**
1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategies such as high school visits and social media have certainly increased the department's presence but with the overall university enrollment decline it's hard to determine if such efforts have impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Models and Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduate research conference at James Madison University where one of our students presented his research findings.
3. The department purchased a new 3D printer and established a dedicated space for the printer.
4. The departmental curriculum committee met several times this past year to establish learning outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra and MATH 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with our assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical and Quantitative Reasoning assessment and align it with the established assessment rubric. The assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
1. The department will continue to support the Dead Poet Society this coming year; will have used some department funds to purchased promotional items such as stickers, water bottles, and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation to research events
3. Continue to build expertise in department with the goal of hire students to support 3D print efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitative Reasoning.

**How was this plan and results conveyed to your Division/Department?**
Outcomes and updates were shared with department faculty during monthly department meetings.

**Evidence, artifacts, and or back up documentation**
No items to display.

### 2016 Music Department Annual Report

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Music  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, and conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroom studios.

**Priority funding needs**

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

**Curriculum and catalog changes**

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Chamber Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:
  - Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 335 from the major ensemble list.
  - Specify that only courses in which you earn a C or better will count towards satisfaction c
requirements for the major and the minor. (The current listing only specifies the major.)

- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track’s sophomore evaluation so each unique sophomore evaluation should be listed separately in the description of each track/concentration.

**Specify your Division/Department Actions Priorities/Plans.**

Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern region the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state conducting festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz bands attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high school students participated in clinics, rehearsal and a performance at FSU.
- James Reddan and Brent Weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jazz Society which hosted the JAM weekend in April, 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to create fresh, eye-catching posters for every event. They also sent out postcards to individuals in the region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reconnect with past Music donors throughout the region.
- We created a "Name­a­seat" fund­raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Concert in the Fall and President’s Concert in the Spring. Donors were invited to attend the concert for free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the action priorities.
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 and MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112, 208, 209, 311 from le
What are the Measures/Metrics used to assess effectiveness?

Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed results based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?

Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacted university expressing interest in music. She then distributed this information to the instructor specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017 and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.
What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Department, which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information from Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxophones, flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes did not appear in the catalog due to oversight by the previous chair. We are currently working to rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expand them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated to align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Music Department budget and friends of music fund. New instruments and equipment in Pealer Hall is a priority and we will view avenues to purchase these items. Reallocation from the department budget may be possible due to savings from reduced Stage Crew salaries. We are also increasing the budget for marketing materials so reach a greater audience and move us into the 21st century.
How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Part-Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Gender Equity Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

The process of assessment per Action Plan: How were the results assessed?

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

How was this plan and results conveyed to your Division/Department?

Evidence, artifacts, and or back up documentation

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology’s effectiveness and efficiency through business process
improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr
improvements.

Specify your Division/Department Actions Priorities/Plans.

Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.
Tactic 1:1:2 – Integrate bus tracking application into new mobile app.
Tactic 1:1:3 – Integrate dining services information into mobile app.
Tactic 1:1:4 – Deploy public safety app.
Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comn
Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to det greatest need.
Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.
Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar’s Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and ne

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reç basis.
Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and
warehouse project.
Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

**Action Priority 2:2** – Improve web presence and focus on prospective students.
Tactic 2:2:1 – Redesign website with responsive design methodologies.
Tactic 2:2:2 – Design home page targeted toward student prospects.

**Action Priority 2:3** - Improve student undergraduate and graduate application process.
Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

**Action Priority 2:4** - Evaluate Customer Relationship Management (CRM) technologies with enrollment management and develop a feasibility study.
Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate opportunities.

**Action Priority 3:1** – Augment the university’s Learning Management System with additional tools to better support learning outcomes and the needs of learners.
Tactic 3:1:2 – Implement Attendance tracker.
Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

**Action Priority 3:2** – Develop consistent online learning experience.
Tactic 3:2:1 - Develop and implement a quality review process for online courses derived from the Quality Matters Rubric for course design standards.
Tactic 3:2:2 – Use the Online Learning Consortium’s (OLC) quality scorecard criteria to verify university compliance and support for online programs.

**Action Priority 3:3** - In conjunction with Disability Support Services, develop and implement Accessibility and Usability Guidelines for courses that utilize the university’s Learning Management System.
Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of designing courses for inclusion in order to maximize Accessibility and Usability. This may include Closed Caption software, font and color choices, alternative means of access to course materials, use of various multi-media technologies, etc.
Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Usability guidelines.
requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

**Action Priority 3:4** – Provide the technology and support needed to create reliable and effective classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classrooms convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

**Action Priority 3:5** – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies as needed.

**Action Priority 3:6** – Work with faculty and students to select learning management system (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

**Action Priority 4:1** – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic 4:1:2 – Address network connectivity options at business continuity site.

Tactic 4:1:3 – Test complete failover to business continuity site using existing technologies and/or implement new technologies to allow for full test.

Tactic 4:1:4 – Perform a documented review of the security controls at the Hagerstown disaster recovery site and evaluate how the FSU network segment and the stored data are protected.

**Action Priority 4:2** – Develop security awareness program and training for campus community.

Tactic 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all faculty and staff.

Tactic 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to further educate users.

**Action Priority 4:3** – Develop and update standard IT policies.

Tactic 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit
requirements. This includes creating new policies as well as updating existing policies to meet standards.

**Action Priority 4:4** – Implement measures to protect confidential information from disclosure.

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annually.

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on an annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply with security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

**Action Priority 4:5** – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are removed for all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabilities through program updates, anti-virus enhancements, and software restrictions.

**Action Priority 4:6** – Strengthen the University’s policies for controlling passwords and accounts.

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.


Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessment documentation, and physical security mechanisms.

**Action Priority 4:8** – Explore 3rd-party solutions to increase security for users with access to critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.
Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

**Action Priority 5:1** – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.


Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

**Action Priority 5:3** – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

**Action Priority 5:4** – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

**Action Priority 5:5** – Create centralized data and document repository for IT documentation.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration information.


Tactic 5:6:1 – Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty time sheets.
**Action Priority 5:7** – Establish IT metrics to measure effectiveness of continuous improvement.
Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.
Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.
Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

**Action Priority 6:1** – Implement a secure web infrastructure for internal use.
Tactic 6:1:1 – Create campus workgroup to evaluate portal options.
Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.
Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

**Action Priority 6:2** – Provide technology infrastructure to increase physical safety.
Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.
Tactic 6:2:2 – Deploy e911 on phone system.

**Action Priority 6:3** – Improve internet bandwidth and redundancy.
Tactic 6:3:1 – Increase internet bandwidth to campus.
Tactic 6:3:2 – Increase bandwidth of backup internet connection.
Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.
Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

**Action Priority 6:4** – Improve website infrastructure and reliability.
Tactic 6:4:1 – Implement a new content management system to provide better support to users.
Tactic 6:4:2 – Update technology used to run and maintain website.
Tactic 6:4:3 – Implement load balancing technology to increase up-time and redundancy.

**Action Priority 6:5** – Replace unsupported software and services.
Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

**Action Priority 6:6** – Deploy critical services to cloud-based services.
Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.
Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.
Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.
Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

**Action Priority 6:7** – Implement technologies that promote sustainability.
Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit waste.
Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

**What are the Measures/Metrics used to assess effectiveness?**
1. Number of students, faculty, and staff using new platform.
2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.
2. The time to process manually vs. the automated process.

**The process of assessment per Action Plan: How were the results assessed?**

**What were the results?**
1. Over 5,000 users have downloaded the new FSU app to their mobile device.
2. 79% of all mobile app traffic is generated from return visitors. This indicates users see value in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over the last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to less than 1 hour per week.
2. Accounts are now processed every hour. Before the automation was created, accounts were processed once a day.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
1. The mobile application software was purchased by eliminating the previously used software.
since it was not being used. This also resulted in additional savings that was redirected towards other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not have to wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds annual meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

Goal1

CollegeSchedulerScreenShotUsage

Goal2

2016 Political Science Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Political Science
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or not changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or not...
new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metric will be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the changes to the capstone course have been accepted in the governance curriculum change committee.

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our new assessment plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, we will simply assess the numbers of students participating in those programs to see if they have increased.

With regard to increasing POSC major enrollments, we will simply measure the number of POSC majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-making on the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of the new plan and will submit it to the CLAS Assessment Committee during the coming academic year.

With regard to increasing participation in POSC and LASO internship programs, we did note an increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus
the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning objective and we will have to develop assessment exercises for that new objective. We will also be creating common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote more departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time and effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first department meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings
Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings and receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis without missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;
414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**

Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**

No items to display.

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**2016 University Police Annual Report**

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** University Police  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.
Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2)

What are the Measures/Metrics used to assess effectiveness?
AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evidence officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted and the ratio of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

The process of assessment per Action Plan: How were the results assessed?
AP 1 - We successfully procured the BWC's developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 923 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?
AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an officer conduct. In that case a review of the contents of the captured BWC video resolved the issue. Following implementation of the BWC program newspaper articles were published in the local university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Live Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. The personnel costs are offset by the administrative fee charged for the service. Students now are able to have their required prints taken on site for the several programs which require them.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostburg Community Coalition. Additional BWCs and associated hardware and software were supported financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required o the program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employess sign up to fingerprint those with an appointment. This program will continue into the future.
How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bottom up goals to be pursued and command staff vet ideas through the patrol force to assess viability and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

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2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department
1. **Establish a student learning assessment program vis-à-vis critical thinking for General Education Program**

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS...)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205

Supporting

○ PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
○ PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
○ PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals
○ CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
○ CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

○ PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
○ CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
○ CLAS Strategic Goal #5 (Serve as a collaborative partner...)

7. Organize intellectually and socially engaging co-curricular and extra-curricular programs

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

What are the Measures/Metrics used to assess effectiveness?
See Results below

The process of assessment per Action Plan: How were the results assessed?
See Results below

What were the results?
Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program. This initiative involved the following actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize the notion of critical thinking and to create a rubric instrument (see supporting material);
- Holding multiple calibration (“norming”) sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each...
semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res (“closed the loop”);
- Assisting in writing the final report on the university’s assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost’s Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from the Provost’s Office and Office of Assessment and Institutional Research (see supporting material).

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go into effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
   1. Philosophy Major
   2. Philosophy Minor

2. New Courses
   1. PHIL 100 Critical Thinking
   2. PHIL 310 Classics of Western Philosophy
   3. PHIL 498 Practicum in Philosophy

3. Number Changes for Existing Courses
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic

4. Change of Catalog Descriptions
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic
   3. PHIL 492 Internship Project in Philosophy

5. Delete Courses
1. PHIL 202 History of Philosophy: Ancient and Medieval
2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department’s faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program’s regularly scheduled academic program review (2015), 2) the philosophy program’s ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association’s *Statement on the Philosophy Major*, which serves as the program’s primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Student Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (University Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

Status: On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closely with the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205
Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (2015), inadequate and dilapidated facilities, furnishings, and technological resources are a major obstacle to the success of the philosophy program. These shortcomings inhibit instructional effectiveness and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technological resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations to Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. She acquired furniture for the room, arranged to have the room painted, and had a white-board
installed (see supporting material). The room was utilized for multiple functions, throughout the year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so on events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

7. Organize intellectually and socially engaging co-curricular and extra-curricular programs

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Completed

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philosophy at West Virginia University. (October 25, 2016) Over 100 members of the campus and local communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization of American police forces. (November 9, 2016) For this event, the Philosophy Department collaborated with FSU’s Law & Society Program and the Allegany County MD NAACP Chapter. See supporting material.
- Philosophy student Michael Bartholomew presented a paper at West Virginia University’s National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein, Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the campus and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FSU’s Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake News, and Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated with faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU’s Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2017) See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers at the CLAS Undergraduate Research Symposium. (May 5, 2017) Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. (April 24, 2017)
How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
See Results above.

How was this plan and results conveyed to your Division/Department?
The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departen members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

2016-17 PHIL Annual Report Supporting Material

Action Priority 1
- Critical-Thinking-and-Reasoning-Learning-Objective-Rubric

Action Priority 2
- 2017 PHIL 1 Proposal

Action Priority 3
- 79392_Philosophy Department Scholarship DRAFT_12-2016

Action Priority 6
- Humanities Center

Action Priority 7
- Cerbone Forum Poster
- Do Not Resist Poster
- Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co
Specify your Division/Department Actions Priorities/Plans.
- **Student Recruitment and Retention Efforts** - The COE Dean requested each department develop a plan to recruit and retain candidates.

- **Analyzing Existing Programs** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.

- **Promote Activities of Educational Distinction** - The COE Dean provided funds to support distinguished initiatives.

- **Recruit and Retain Diverse and Talented Faculty and Staff** - The COE Dean approved search committees and efforts to recruit new faculty positions that promoted diversity and professional distinction.

- **Expand and Develop Educational Initiatives for Western Maryland, the Region and State** - The COE Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?
- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators’ progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

The process of assessment per Action Plan: How were the results assessed?
- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator's identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

What were the results?
- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide...
an update on this past year’s efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Two modules will be implemented in the fall of 2017.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: See departmental strategic plans.

### How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

The focus for the upcoming year’s plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU’s education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

### How was this plan and results conveyed to your Division/Department?
Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members’ feedback

### Evidence, artifacts, and or back up documentation
No items to display.

**2016-2017 Department of Kinesiology and Recreation Annual Report**
Start: 7/1/2016  
End: 6/30/2017
Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)

Goal #4 Implement strategic space utilization plan to better serve component programs of College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)

Goal #6: Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement of recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2 Develop or update Student Handbooks for each program to meet that program’s mission and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across programs where possible.
Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.
2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.
2.1.3 Encourage all programs to seek input from recent graduates and their employers in order to address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.
3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.
5.1.2 Highlight diversity of student body when advertising for open faculty and staff positions.

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.
6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

**What are the Measures/Metrics used to assess effectiveness?**
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.
The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and the department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1
The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise and Sports Science program has received initial accreditation this summer.

Priority 3.1
Our faculty engage student in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1
Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus
The focus for the upcoming year is on finalizing the strategic plan for the Department and to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the action items identified.

**How was this plan and results conveyed to your Division/Department?**

All the faculty in the department are aware of the draft strategic plan. The faculty know that the plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

**Evidence, artifacts, and or back up documentation**

Award Letter

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2016-2017 Lane University Center Annual Report

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Lane University Center
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

- **SCI Department Goal 1**
  - SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.

- **SCI Department Goal 2**
  - SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.

- **SCI Department Goal 3**
  - SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

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**Specify your Division/Department Actions Priorities/Plans.**
Goal 1, LUC
Action Priority 1
LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

Goal 2, LUC
Action Priority 1
LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

Goal 2, LUC
Action Priority 2
LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

Goal 3, LUC
Action Priority 1
Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.

What are the Measures/Metrics used to assess effectiveness?

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- AUCI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- AUCI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operation.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- AUCI/EBI College Union/Student Center Assessment (2014) will indicate positive indicator...
with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.

- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billings.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

**The process of assessment per Action Plan: How were the results assessed?**

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and prevent maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operations based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.
Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
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Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?

Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Current Student Employees indicate a need and a desire for focused development of transferable skills along with professionalism, customer service, and leadership development, which was concurrent with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the area the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified.
was identified for maintenance, updates, and repair of the Fitness Center.

**Goal 2, LUC Action Priority 2:**

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

**Goal 3, LUC Action Priority 1:**

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

**Goal 1, LUC Action Priority 1:**

Results from the research and review of sister institutions indicated a strong need for a formalized student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human – for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in the form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills.
lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportunity to participate in training opportunities to further their success in their current position and to position themselves as competitive candidates for their future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing students for the human resource processes they will encounter as they enter the workforce.

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 semester. This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job training, recurring developmental opportunities throughout the academic year, the SEE Program represents a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this program. This process includes four instruments delivered prior to the Virtual Training, prior to in-house training, after in-house training, and at the end of the academic year. The collection of this data over the 2017 - 2018 fiscal year will allow for a review and revision of the training program to meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZeneca Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Game Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resources, reallocation of XXX in funding was made for the repair of equipment in the area combined with XXX in funding allocated for preventative maintenance endeavors. Additionally, based on user feedback, hours of the area were extended to match the hours of the Lane University Center and associated human resources reallocated to cover the extended hours.
Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:
Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:
As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practice need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources.
(approximately $6,000) in staff salaries. This individual's efforts in incorporating billing, set diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 201

**How was this plan and results conveyed to your Division/Department?**
The assessment plan for all LUC action priorities was communicated to LUC staff as well as the SCI management team following the development of the action priorities. The results are being communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.

**Evidence, artifacts, and or backup documentation**
- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

**2016-2017 Department of Educational Professions Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Educational Professions
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #5.)
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

**Specify your Division/Department Actions Priorities/Plans.**
1.1 Develop, analyze and maintain a department strategic plan for recruitment and retention.
1.2 Maintain and expand a Department Advising Center to assist with student retention.
1.3 Analyze department policies and procedures to determine activities that will allow for
continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase in student enrollment, retention and graduation rates in the department's undergraduate, graduate and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success in field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analyzed by faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, and recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?

1.1 Data collected on R&R activities via surveys (advising center users, open house/reception attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities, advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through improvement plans and contracts in both the field and coursework.
2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessor system

3.1 Results on outreach gathered via identification of available learning opportunities per program and identification of appropriate methods of gathering impact on students (survey, assignments, etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was completed in the spring 2017. The student "maker space" will be available in the Fall 2017 and data will be collected regarding student use and remaining faculty needs. Faculty involvement in space utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be shared with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results are collected on a yearly basis for all new faculty. The chair develops faculty improvement plans with individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of the Teacher Quality Partnership grant with Coppin University. The assessment of the collaboration's impact is in progress.

**What were the results?**

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been an increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to be added for the Fall 2017 in order to accommodate these additional students.

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use of the Advising Center. In the Spring 2017 the department requested a full time contractual position for the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates support for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical and Field Experience, with shared policies and assessment tools for all initial certification programs. The number of students on improvement plans and contracts decreased slightly from the Fall 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semester. Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. All programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will be returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 2017. Generally, faculty who completed the evaluation process scored highly in teaching, service and professional development. Four faculty members are currently on improvement plans and working...
to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustments will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

**How was this plan and results conveyed to your Division/Department?**
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic year.

**Evidence, artifacts, and or back up documentation**
No items to display.

**2017 History Annual Report**
**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** History  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
**1: Assessment**
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

**2: Collaboration**
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

**3: Professional Development**
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

**4: Staffing**
Address critical staffing needs.

**5: Facilities**
Maintain and improve classroom facilities.

**Specify your Division/Department Actions Priorities/Plans.**
**1a: Assessment Rubrics and Procedures**
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Virtual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.
The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students
A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university’s new strategic plan before creating our departmental plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

Brady Health Center 2016-2017 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.

1.1 100% of international students will complete all required health and immunization screens by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus
1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?

1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

The process of assessment per Action Plan: How were the results assessed?

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diptheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"
3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health
3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

**What were the results?**
1.1 Fall 2016 had 98% of International students completing all required health and immunization screening by 6 weeks of first attendance date. 100% of students completed in the Spring
1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician
1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end of fall semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents and also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their progress after treatment.
2.2 Multiple meetings were held with IT staff and health center staff and updates were made to new web page still has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor with doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior Health Promotion student
3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Spring; one Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
1.1 International student compliance with health and immunization screening is always a priority due to the risk of communicable disease transmission on our campus from a student arriving from a high risk country. J-1 visiting scholars are now added to the group who are screened at the recommendation of the Center for International Education and the health center board of directors.
1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional hours to the nurse to be out of the clinic for presentations. Also hired new contractual dietician with more available time to work on campus than previous dietician.
1.3 Staff time was used this year to attend all transfer orientations to convey need for required health information as well as attend Freshman orientation as previously done every summer. Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be consid
2.2 We will continue to encourage IT to move our new web page to live production as well as continue to update and make changes as indicated by staff, student and parent input.

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center.

3.2 Athletic training students are still planning to observe in the health center and there should be sophomores and seniors again then next year only sophomores will be observing.

**How was this plan and results conveyed to your Division/Department?**
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in January 2017; annual report provided to VP of Student Affairs.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**College of Liberal Arts and Sciences**

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** [You do not have access to view this field.]

**Providing Department:** College of Liberal Arts and Sciences

**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

**Specify your Division/Department Actions Priorities/Plans.**
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

**What are the Measures/Metrics used to assess effectiveness?**

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved by the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

**The process of assessment per Action Plan: How were the results assessed?**

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.
3. Numbers of students placed in different interdisciplinary learning programs were assessed.

4. Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5. Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6. Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs have accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed and implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for 15 of the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the project.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored by 62 faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit
mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017
Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency
Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers
Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major
Goal #4 - Refine our Dept. assessment plans and student learning goals
Goal #5 - Develop an expanded/refined graduate program including a non-thesis option
Goal #6 - Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.
Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers by consulting with students and colleagues in the field.
Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major.
Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis.
Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.
Action priority #6 - Develop a modified evaluation instrument through open discussions at both a committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers
Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6 - Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic.

The process of assessment per Action Plan: How were the results assessed?

For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about one of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.

What were the results?

Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers

Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way through year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals
Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this topic at Dept. meetings.

Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where each should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?

This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation

No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.

Continue current initiative to assess the Library's impact on institutional retention efforts and student success.

Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff.

Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support students' academic and personal growth and success.

Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan.

Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty, staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?
G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add to its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.
G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:
- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:
- The completion of the final phase of a three-year collection development project to inventory the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since the matrix also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and:

  The measures/metrics used to assess effectiveness: a. The current or proposed focus of curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the course catalogs and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:
- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage.
order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this action priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or in collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

**The process of assessment per Action Plan: How were the results assessed?**

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of separate surveys for students and faculty. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodonato researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian, and being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start of the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions.
Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repair or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library’s collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Mine Map images; worked closely with the administrators overseeing the College of Education’s EdD program to develop and implement procedures for the final review and approval of EdD candidates’ dissertations for publishing in ProQuest’s Digital Dissertations & Theses database; led, as FSU’s representative to the Maryland libraries' digital institutional repository (IR) initiative, Ort Library’s successful introduction and initiation to having its own IR space in MD-DOAR; also coordinated and provided hands on leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in 2017. The number of digital items accessible in FSU’s IR space, eScholarship@frostburg is...
annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for the Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map
Collection, a digital collection of over 700 historical maps of local coal mines.

- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual Library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership. FY 2017 is no exception to this history. Numerous opportunities are presented annually for Library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the function of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI: Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu
and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and *The Frostburg Spirit*. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention and inventoried the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of the cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics :
additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until a winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued to sponsor an open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty from the two lunches were invited to attend and venues outside of the Ort Library were chosen. Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.
In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. We also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

**G. 2. AP. 1:** Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both surveys to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than the suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources, and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources, and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017. A copy of that summary is attached as evidence to this report.

**G. 3. AP. 1 & 2:** Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collective development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

**G. 4. AP. 1:** Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in FY 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection.
as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017; an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff fi
was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users’ interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland’s Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky’s School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore’s Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU’s Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland’s Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess
Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders. FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair of CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Short Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical
services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

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In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU student IDs can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library’s Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those
to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. The plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs, successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The target departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.
How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year’s plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success and learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library’s collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed filling the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regarding the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update when
necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional costs in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams an average of four two-hour shifts per week for eight weeks in the summer - June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library's operating budget must be redistributed to cover the subscriptions. Since the Library's operating budget does not increase, an increase in the funds allocated to pay for periodicals results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results, the Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library's operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than the hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty, staff, and students.

No additional resources have been allocated in order to conduct this activity other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid for from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 were spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometimes resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library’s P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Publications FY17 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production
   - Streamline catalog editing procedures
     - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
     - Produce undergrad catalog utilizing new procedure

5. Begin preparing fundraising campaign materials
   - Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:
Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
Campaigns started mid-October, concluded June 2

128,191 emails sent
23% open and 23% clicks

3. Inauguration materials:
   - An attractive and coordinated set of materials was created including invitation packages, evites, Save the Date postcards, programs, signage (some in compressed time) and on time.

4. Undergrad catalog production:
   - Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:
   - Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Impact on operations and focus for upcoming year:

1. Website:
   - Because the site has been launched, CommMedia staff involved with the creation of the site (design of site, design and creation of all new marketing pages - content, images and design) can focus time and efforts on regular responsibilities.
   - We can move forward with helping to build or migrate our own division’s web pages.
   - Marketing & Branding funds used for web content writing can be reallocated to other marketing efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platform that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,000 saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundant efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as the campaign revs up.

How was this plan and results conveyed to your Division/Department?
Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia at monthly staff meetings.

**Evidence, artifacts, and or back up documentation**
- Academic Program page checklist
- Marketing Page Tracker

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**Frostburg Strategic Goal #2: Enhance facilities and the campus environment in order to support and reinforce student learning.**

- **Start:** 7/1/2012
- **End:** 6/30/2017
- **Progress:**
  - **Providing Department:** Frostburg
  - **Responsible Roles:**

**Related Items**

- **2.1: Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.**
  - **Start:** 7/1/2013
  - **End:** 6/30/2014
  - **Progress:**

**Action Priority**

- **Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

- **2.1: Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.**
  - **Start:** 7/1/2014
  - **End:** 6/30/2015
  - **Progress:** Ongoing

**Action Priority**

Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.

- **Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

- **2.1: Learning environment strategies.**
  - **Start:** 7/1/2016
End: 6/30/2017

Progress:

**Action Priority**
- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

**Providing Department:** Academic Affairs

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

2016 Academic Affairs Annual Report

**Start:** 7/1/2016
**End:** 6/30/2017
**Progress:** [You do not have access to view this field.]
**Providing Department:** Academic Affairs
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Master Goals:**

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

**Action Priorities:**

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen
success and retention.

- Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees, Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
• Provide institutional and financial support for recruitment activities.
  
  ○ Unit: President and Provost
  ○ Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

• Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  
  ○ Unit: Assistant Provost for Student Success and Retention
  ○ Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.

• Deployment of technological tools to enhance recruitment.
  
  ○ Unit: Associate Vice President of Enrollment Management
  ○ Results: See Admissions report. Implementation of new CRM and website nearly complete.

  2. Provide a learning environment to facilitate and support students' academic personal growth and success.

Action Priorities:

• Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  
  ○ Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  ○ Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

• Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  
  ○ Unit: Provost, Deans, and Center for Teaching Excellence
  ○ Results: Center for Teaching Excellence—see attachments.

• Facilitate and support continuous improvement of campus learning environments.
  
  ○ Unit: Provost, Dean, Library Director
  ○ Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

• Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  
  ○ Unit: Interim Provost's Designee, Associate Provost and Director of Assessment and Institutional Research
Results: See General Education Program Report
Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions
- Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

2016 CAAR Annual Report
Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however other course evaluations are conducted online. The instrument will be redesigned for F 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.
2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student service offices to offer two academic recovery sessions during the first week of fall and spring semesters to all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize student referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is specifically geared towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered students contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.
4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employee’s talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed an invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START
students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained a course that would need added, swapped, or removed

3 emailed for ENGL 101 requirement

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review a new evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 20
3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefore also increasing the number of students enrolled. Spring 2016 = 12 students. Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.
4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in need Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Prov Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Number of Students Using Tutoring Services: Make concerted effort to increase the number of students who use tutoring services each semester, compared with previous year's usage.

2. Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3. Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors

Specify your Division/Department Actions Priorities/Plans.
1.1. Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings
Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15
414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**
Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
No items to display.

**2.1: Management and Maintenance/Renovation of Facilities**

**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**
Implement systematic process to gauge customers’ perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.

**Providing Department:** Frostburg

**Documentation**
No items to display.
Data from Baseline

Responsible Roles:

2.2: Academic Needs
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Implement a systematic process to gauge needs with respect to the academic environment.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.2: As per the BOR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities’ renewal.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
As per the BOR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities’ renewal.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.2: Implement a systematic process to gauge needs with respect to the academic environment.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.
2.3: As per the MFR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities’ renewal. Maintain effective use of resources for application to the maintenance/renovation of auxiliary buildings that will include an allocation structure similar to that of state-funded facilities.

**Start:** 7/1/2013  
**End:** 6/30/2014

**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

2.3: Maintain Effective Use of Resources

**Start:** 7/1/2012  
**End:** 6/30/2013

**Progress:**

**Action Priority**

As per the MFR, maintain effective use of resources with the target of investing at least 2% replacement costs to state-funded facilities’ renewal. Maintain effective use of resources for application to the maintenance/renovation of auxiliary buildings that will include an allocation structure similar to that of state-funded facilities.

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

2.3: Provide annual updates on progress towards goals in respect to the University’s sustainability initiatives, waste minimization, landscape improvements, and other initiatives consistent with Frostburg’s mission.

**Start:** 7/1/2014  
**End:** 6/30/2015

**Progress:** Ongoing

**Action Priority**

Provide annual updates on progress towards goals in respect to the University’s sustainability initiatives, waste minimization, landscape improvements, and other initiatives consistent with Frostburg’s mission.

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**
2.4: Continue lobbying efforts to move through the Maryland Capital Budget Pipeline the design and construction of new buildings for University Police, EDUC/Health Science, College of Business, and a Residence Hall.

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**
Continue lobbying efforts to move through the Maryland Capital Budget Pipeline the design and construction of buildings for University Police, EDUC/Health Science, the College of Business, and a Residence Hall.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.4: Provide updates on progress towards goals outlined in the Facilities Master Plan in respect to the university’s sustainability initiatives including Energy Star procurement, waste minimization, landscape improvements, and other initiatives consistent...

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.4: Updated Sustainability Initiatives

**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**
Provide updates on progress towards goals outlined in the Facilities Master Plan in respect to following sustainability initiatives:

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.5: Identify funding for the acquisition, installation, and maintenance of the most
advanced technological infrastructure, hardware and software across campus.

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**  
Identify funding for the acquisition, installation, and maintenance of the most advanced technological infrastructure, hardware and software across campus.

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.5: **On the President’s budget website, continue to provide annual updates on the use of funds for maintenance/renovation of auxiliary buildings and on allocation of student and other funds for athletic and other capital improvements.**

**Start:** 7/1/2013  
**End:** 6/30/2014

**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.5: **Provide Updates on Maintenance and Renovations**

**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**  
On the President’s budget website, continue to provide annual updates on the use of funds for maintenance/renovation of auxiliary buildings and on allocation of student fees and other funds for athletic and other capital improvements

**Providing Department:** Frostburg

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

2.6: **Complete by June 2016, strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.**
**Action Priority**
Complete by June 2016, strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**2.6: Continue lobbying efforts to move through the Maryland Capital Budget Pipeline design and construction of new buildings for University Police, EDUC/Health Science, the College of Business, and a Residence Hall.**

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**2.7: Secure funding for the appropriation and installation of the most advanced technological infrastructure, hardware and software in CCIT and across campus.**

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**2.8: Implement by May 2014, a strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.**

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**
Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify program bottlenecks and develop corrective actions.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professiona
and other universities.

4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.

5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of workload and coverage for in-demand courses.

**Specify your Division/Department Actions Priorities/Plans.**

**Goal 1: Assessment**

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**
Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?

Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committee and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.
Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer’s response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking service in the future.

**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain, update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective at recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position.
semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by the students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point! Student recruitment initiatives themselves are not assessed other than looking at overall
increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

**What were the results?**

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of ENGL 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cour
that courses would be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36. The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement to those who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.
Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors and the advisors for student organizations. These opportunities allow us to work with on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9­10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also reviewed data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, professors are a part of the listservs for their professional organizations and/or serve on advisory and editing boards in their fields. We have ample connections to ensure that we follow best practices in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a second major.

Cover Staffing Needs

Based on our department’s assessment of course demand and requirements for the degrees we determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced.
for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that improve the assessment process. For instance, we are moving toward a rubric that will enable us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members’ professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**

The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat in September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

ELL/ENGL/MDFL cooperation
Placing International Students
Assessment
2016_majorminor_numbers
Capstone Assessment Report 2016
CW_concentration_Retreat_HO
ENGL 421 Elimination
ENGL 438 Changes
ENGL 450 Frequency
Executive Summary Proposed Changes to Spanish Curriculum
FLL_PR_2017
LEARNING OBJECTIVE 1 Write-Up Dec 2016
Literature_concentration_Retreat_HO
MDFL_concentration_Retreat_HO
MLA survey_draft
New Period Course Rotation 2017
PW_concentration_Retreat_HO
Scoring Rubric for ENGL101 Assessment-12
Written Rubric (005)
Cooperative Ventures
Collaborations
EFL Recruiting Chart
English Class Enrollment - Fall 2011 - Fall 2016
English Class Tracks - Fall 2011 - Fall 2016
Letter--Fall Students 2016--Final
Cover Staffing Needs
Linguist_Position Allocation Request Form FY 18
PR_JOUR_AW_Position Allocation Request Form FY 18
Professional Development
ENGLFLL_prof_dev_2015

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.
2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fund (SPSF), faculty development funds, travel funds, library funds and journal access.
3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?
1a: Assessment Rubrics and Procedures
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbey served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies
N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women’s Studies
E. McConnell received approval for a new course, HIST 434 Women in the United States;
which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS' Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

2.c.: Enhance classroom instructional environment to support improved student learn
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Mission

The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.

Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking in line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professor interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.
Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of a professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustration, art education, art history and fine arts shall aid in the recruitment and retention of students as well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and serve as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.

Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarship grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to
national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thin
in line with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann R
Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geog
race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving
skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community thro
  group shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and othe
  location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional
interviews and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio review

To meet state and regional needs in K-12 arts education by providing well trained B.F.A
M.A.T. Art Education Certified candidates.
This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?

Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207. There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.
Increase our involvement with Frostburg’s Social Media Group
Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery
Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook presence is there for the Visual Arts Department.
Continue to work on the department’s website and produce additional promotional print electronic materials for recruitment.
This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors
Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations: Allegany County School District, Allegany Arts Council, Allegany College of Maryland, G. College, Hagerstown Community College, Frederick Community College, and local businesses.
Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in who are completing a Masters program at FSU.
Graduate students continue to take the classes we offer towards the Masters in Educati degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.
Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
The Department of Visual Arts will be reviewing and updating its vision and action prior in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.
How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process. **Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)**

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing.

.0. Develop a dismissal procedure for the department
   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%
   **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**
3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.

5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum
2. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing need for the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.


   Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.


10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.
The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department's action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

**Strategic Plan Action Priorities**

**AY2016-2017**

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. Goal Met – All lecture courses are QM™ certified.
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
      1. Waiting for CCNE approval by 10/31/2016
         1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
   3. Implement BSN Collaborative Model between ACM and FSU
      1. Pilot three students in Fall 2016
         1. Goal Met – 3 students piloted and remain in the program.
      2. Accept first cohort of students spring 2017
         1. Goal Met – 7 students accepted and 6 remain in the program.
   4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
      1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
         1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
         2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.
   5. Plan NP Program concentrations in the MSN – MH and FNP
      1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

**Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)**

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. Goal Met- Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing.
      1. Goal Met – The survey and test course remain on the website, but were not widely used by perspective students.

10. Develop a dismissal procedure for the department
    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better
       1. Goal Met – A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

11. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the need for the CaLD student population.

12. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.
1. **Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.**

2. **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**

3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.
   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. **Goal Met - Ongoing**

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in our programs.

   1. **Goal Met – See action priority #11.**

5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

   1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on the working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training) and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working adult student friendly ways.**

6. **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

   1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on the working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training) and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working adult student friendly ways.**

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

   1. **Goal Partially Met – PIN approved; search committee in process for new hire.**


   1. **Goal Met – Document was submitted and approved.**

8. **Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

   1. **Implement the new systematic evaluation plan in fall 2016.**

   1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. Plan was used biannually in 2016/2017 AY.


1. Goal Met – Program review completed for the BSN program.

10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
2. Other

11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation
		Deck of Nursing
		Strategic Goals 2016_2017_09202016_FINAL
		Strategic Plan Action Priorities 2016_2017_09202016_FINAL
		Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues World History and/or developing a new course in U.S. women’s history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.
2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fund (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?
1a: Assessment Rubrics and Procedures
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop" particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.
2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.
Evidence, artifacts, and or back up documentation
No items to display.

**Advance: CCIT**
- **Start:** 9/1/2013
- **End:** 8/31/2014
- **Progress:** Ongoing

**Action Priority**

**Providing Department:** Administration and Finance

**Documentation**
- Storyboard

**Data from Baseline**

**Responsible Roles:**

**Advance: Program Review/Assessment**
- **Start:** 9/1/2013
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**
Student and Educational Services- Program Review Process

**What we want:**

Programs to being reviews in the current academic year: Student Conduct System, Resident Staff Selection & Training, Tutoring Center

Data and completed review from participating program coordinators must be posted on Cam Labs/Compliance Assist.

Feedback from programs that completed the reviews to improve the process.

**Providing Department:** Student Affairs

**Documentation**
- Storyboard

**Data from Baseline**

**Responsible Roles:**
The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.

Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
To foster degree candidates’ mastery and proficiency in media handling and critical thinking line with professional expectations;
To encourage degree candidates’ development of original aesthetic visions;
To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
To challenge degree candidates to develop and maximize their creative problem solving skills;
To provide degree candidates with professional applications of classroom instruction;
To foster relationships between candidates, alumni, and the community;
To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrative art education, art history and fine arts shall aid in the recruitment and retention of students as well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:
Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:
- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:
- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic ma
for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, grants, and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through...
shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional internship and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?

**Faculty/Staffing Needs:**

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

**Safety, Facilities Maintenance:**

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

**Further Priorities:**

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the
Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes
Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group
Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery
Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook presence is there for the Visual Arts Department.
Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.
This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors
Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.
Graduate students continue to take the classes we offer towards the Masters in Education degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.
Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper...
What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:
The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: CLAS #3, University #1, #5, Academic Affairs #3]

Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]
Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology track, particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages
unique staffing needs. We have critical areas that must be addressed in terms of fair work and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.

**Goal 1: Assessment**

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experien...
learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.
Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.
For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department’s Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.
Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration – Literature: The Curriculum Committee (CC) reviewed the literature concentration proposing and passing a new course rotation for the upper division courses so that courses be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration – Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration – Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Digital Writing less frequently so that the course would fill when offered.
Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.
In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing trends in students majoring in our areas. The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, many professors are a part of the listservs for their professional organizations and/or serve on advisory and editorial boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advance...
covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures; for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**
The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students

Assessment

- 2016_majorminor_numbers
- Capstone Assessment Report 2016
- CW_concentration_Retreat_HO
- DRAFT General Education Report_Spring 2017.Written Communication
- ENGL 421 Elimination
- ENGL 438 Changes
- ENGL 450 Frequency
- Executive Summary Proposed Changes to Spanish Curriculum
- FLL_PR_2017
- LEARNING OBJECTIVE 1 Write-Up Dec 2016
- Literature_concentration_Retreat_HO
- MDFL_concentration_Retreat_HO
- MLA survey_draft
- New Period Course Rotation 2017
- PW_concentration_Retreat_HO
- Scoring Rubric for ENGL101 Assessment-12
- Written Rubric (005)

Cooperative Ventures

- Collaborations
- EFL Recruiting Chart
- English Class Enrollment - Fall 2011 - Fall 2016
- English Class Tracks - Fall 2011 - Fall 2016
- Letter--Fall Students 2016--Final

Cover Staffing Needs

- Linguist_Position Allocation Request Form FY 18
- PR_JOUR_AW_Position Allocation Request Form FY 18

Professional Development

- ENGLFLL_prof_dev_2015

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.
Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training
4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del
some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.
Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
- HELIO/FSU presentation
- Middle States
- Monitoring Report Due March 1
- PAR
- FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

**2016 Athletics Annual Report**

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

**Specify your Division/Department Actions Priorities/Plans.**
- AP1. Actively monitor and follow-up on Beacon alerts. (Goal 1)
- AP2. Renovate & Expand Women’s locker room, so each athletic team has their own space.
  (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own locker year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professional sites to advertise positions. (Goal 3)

**What are the Measures/Metrics used to assess effectiveness?**
- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
• AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
• AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

The process of assessment per Action Plan: How were the results assessed?
• AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
• AP2. Counted number of designated spaces and matched them number of teams. (Goal 2)
• AP3. Count number of individual lockers. (Goal 2)
• AP2 & AP3. Calculate square footage before the renovation and after renovation to compare change. (Goal 2)
• AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
• AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?
• AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Beacon Alerts. (Goal 1)
• AP2. Added 5 new locker room space. Each team now has its own designated space. (Goal 2)
• AP3. Increase the number individual lockers from 128 to 216.
• AP2 & AP3. Added ### square feet of space. (Goal 2)
• AP4. Cardio Equipment was ## years old. (Goal 2)
• AP4. Maintenance records showed we experience significant down time due to equipment. (Goal 2)
• AP5. Mean number of years of service ###. Median number of years of service ###. Mode number of years of service ###. (Goal 3)

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
• AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)
• AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additional resources for 2017. (Goal 2)
• AP3. Each student-athletes now has their own space. No additional resources for 2017. (Goal 2)
• AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goal 2)
• AP4. New Cardio Equipment has generated excitement among the campus community. No additional resources for 2017. (Goal 2)
• AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
• AP5. We did not have any head coaches leave in 2016. We will continue to try to retain or better coaches. We will need to be willing to make retention adjustments to salaries when needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.
Evidence, artifacts, and or back up documentation
No items to display.

2016 Auxiliary Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?

- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottleneck caused confusion and customer dissatisfaction at each station as well as at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?

- AP1- The meal equivalency start time was moved up to correspond to class scheduled times. This allowed customers to get in the Station sooner and reduced the backlog. Customer surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one with lower costs on items for resale, it allowed the savings to be passed to the customer. Look at sales reports to see if sales increase.

What were the results?

- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 year high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service increased 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.
How was this plan and results conveyed to your Division/Department?

- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training
Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach - CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings -
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.
What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to each attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employee's talents and the needs of the institution, the supervisor will work with the employee to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit
1.2 Percent of MTW students emailed and count of follow-up coaching sessions.
2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.
2.2 A list of all Preview attendees for each session was used to keep track of audits.
3.1 Work group meets.
3.2 New instrument developed and implemented.
3.3 Percent of student completing evaluation measured.
3.4 Timeliness of results back to ORIE faculty/advisers noted.
4.1 Distribution of probation/warning documents to students. Student presenters identified.
4.2 Percent of students requiring assistance notified. Referral process complete.
4.3 Number of START instructors. Number of START sections offered. Number of START stud
5.1 Counselors hired.
5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselors for FPS issues. This is up from 3 FPS students from last fall.
1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)
564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained an course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But rechecking about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio
Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recorded our outreach and student contacts now that more team members are involved. Enhancement funds were granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

**How was this plan and results conveyed to your Division/Department?**

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

**Evidence, artifacts, and or back up documentation**

- [ASN Targeted Interventions](#)
- [ORIE Course Evaluation 2168 - Results](#)

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**2016 Department of Nursing Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Nursing
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Strategic Goals**
1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within the next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities
AY2016-2017

1. Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing.

0. Develop a dismissal procedure for the department
   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.
   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.
   2. Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.
   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.
5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.
   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.
1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

.7. Submit new faculty self-statement document. **Promote and support a culture of assessment within CLAS which is critical for or Middle States accreditation.** (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

  1. Pre-semester meetings and monthly meetings
  2. Data analysis including program assessment plans for BSN and MSN
  3. New/updated survey implementation for BSN and MSN.
  4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

**Other**

.11. Submit undergraduate and graduate catalog changes as needed.

  1. MSN Practicum courses
  2. New general education and/or BSN courses
  3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

**Strategic Plan Action Priorities**

**AY2016-2017**

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

  1. By end of fall 2016, all of the MSN courses will be certified by QM™
1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M

1. Waiting for CCNE approval by 10/31/2016

1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

3. Implement BSN Collaborative Model between ACM and FSU

1. Pilot three students in Fall 2016

1. Goal Met – 3 students piloted and remain in the program.

2. Accept first cohort of students spring 2017

1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.

1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

1. Submit program proposal fall 2016


6. Implement new plan to have a dedicated advisory committee

1. Appointed/invited members
2. By-laws

1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing
1. **Goal Met** - Recruitment in PA was added to the current marketing plan for execution AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. **Ongoing.**

      1. **Goal Met** – The survey and test course remain on the website, but were not widely by perspective students.

0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. **Goal Met** – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. **Goal Met** – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. **Goal Met** - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

   *Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)*

3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

      1. **Goal Met** - Ongoing

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

   1. **Goal Met** – See action priority #11.

5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of
Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

   1. Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out hours, online MD responds can be completed (Online Training), and a teaching project now required to ensure course goals are met. All of these options allow students to spread the required 135 hours in unique and working-adult student friendly ways.

   **Recruit and retain diverse and talented faculty and staff.** (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of RN-BSN program and the addition of the MSN program.

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

      1. Goal Partially Met – PIN approved; search committee in process for new hire.


      1. Goal Met – Document was submitted and approved.

   **Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.** (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.

      1. Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.


      1. Goal Met – Program review completed for the BSN program.

10. Submit AACN annual survey and CCNE substantive change document (if needed).

      1. Goal Met

11. Submit undergraduate and graduate catalog changes as needed.

   1. MSN Practicum courses
   2. New general education and/or BSN courses
   3. All MSN course descriptions

      1. Goal Met – All submissions approved. MSN submission will not be in effect until the n
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in place for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned for the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the plan of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report

- Start: 1/1/2016
- End: 12/31/2019
- Progress: [You do not have access to view this field.]
- Providing Department: Facilities
- Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.

- AP 1 - Increase coverage of surveillance cameras on campus and migrate all existing cameras to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?

AP1 - How many cameras were added, are they all on the enterprise system?
AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purchase the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Decrease the University's turnover rate for salary and benefited positions so that the turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)
What are the Measures/Metrics used to assess effectiveness?
- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

The process of assessment per Action Plan: How were the results assessed?
- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?
- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased to 1.2%.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- For FY 2018 the University was not able to continue with the reduction in the turnover rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budget reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and as the goal was attained. Resources were reallocated to meet this goal and a high level of priority was placed on the facility renewal of the campus.

How was this plan and results conveyed to your Division/Department?
- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of the budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation
- [AP1](#)
  - Object 01 summary for WB book FY2016
  - Object 01 summary for WB book FY2017
  - Object 01 summary for WB book FY2018
- [AP2](#)
Specify your Division/Department Goals Priorities.

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. **Graduate Program Offerings:** Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendly" application for admission
   h. Continue international recruitment efforts

2. **Graduate Program Offerings:**

   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.
a. Support new program development  
b. Coordinate the redesign of the M.Ed. Interdisciplinary program  
c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:  
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey  
b. Coordinate the redesign of the online education survey  
c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus  
b. Coordinate the meet and confer meetings for GAs with administration  
c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative  
b. Participate in GLAAG  
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?  
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.  
**Measures: Number of new graduate programs, certificates, or new delivery formats**
3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

**Measures:** Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

**Measures:** Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

**Measures:** Student Survey Data and 6 year Graduate Rates

**The process of assessment per Action Plan: How were the results assessed?**

**What were the results?**

**1. Enrollment**

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017. (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
</tbody>
</table>

Marketing

<table>
<thead>
<tr>
<th>Marketing Actions</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grow Your Own On Campus Information Sessions</td>
<td>Completed</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
</tbody>
</table>

Website redesign

| Website redesign | Completed | See Website | Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time. |

Increased Graduate Fair Recruitment Events

<table>
<thead>
<tr>
<th>Increased Graduate Fair Recruitment Events</th>
<th>Completed</th>
<th>See Website</th>
<th>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
<td></td>
</tr>
</tbody>
</table>

Webinars

<table>
<thead>
<tr>
<th>Webinars</th>
<th>Completed</th>
<th>See Website</th>
<th>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed and held 20 webinars for MAT, Ed.D., and MBA programs. 97 registrants and 47 attendees.</td>
<td>Developed and held 20 webinars for MAT, Ed.D., and MBA programs. 97 registrants and 47 attendees.</td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
<td></td>
</tr>
</tbody>
</table>

International

<table>
<thead>
<tr>
<th>International</th>
<th>Developed and New</th>
<th>See Website</th>
<th>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developed and New</td>
<td>Developed and New</td>
<td>See Website</td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
</tbody>
</table>
2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email MHEC</td>
<td>Steps/Improvement Development</td>
</tr>
<tr>
<td></td>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018 , Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development. goal to next y</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>1 M.Ed. Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Implemented for Fall 2017 - MBA Student Survey completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Minutes, Purpose and Objectives review, Enrollment to next year. Data, Powerpoint/Market Data, Survey Data, Assessment of fall and spring enrollment data</td>
<td>Continue with Phase II. Move to next year.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Completed-Implemented for Fall 2017 - MBA Student Survey completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Stakeholder Meeting Summary 2017/128 Issues/Concerns, 7 enrollment data and develop 7 week implementation and survey to assess student satisfaction Announcement and survey to assess Academic Calendar satisfaction with the new model</td>
<td>New Goal next year.</td>
</tr>
</tbody>
</table>

### 3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services nor did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented Spring 2017 Graduation.</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes, Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard. Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
</tr>
</tbody>
</table>

### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Assistantship</td>
<td>All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017</td>
<td>Guidelines for implementation</td>
<td>Completed. Allocations will be revised in two years.</td>
</tr>
<tr>
<td>Reallocation Implementation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meet and Confer</td>
<td>Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018</td>
<td>Summary of Meet and Confer Meeting Document</td>
<td>Present issues for discussion and plan development to Graduate Council in Fall 2018</td>
</tr>
<tr>
<td>GA Satisfaction Survey</td>
<td>Not completed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which did not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide an opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG, OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed.</td>
<td>OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee</td>
<td>Did not meet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Completed revision of Graduate catalog is a 2017/18 task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed See survey Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment process. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education courses.

Specify your Division/Department Actions Priorities/Plans.
1. Established a student social club (The Dead Poets Society) that met weekly; actively managed a departmental Facebook page; met with calculus classes in local area schools; participated in Open House events
2. Required students to complete individual research projects in certain upper-level courses (MATH 470 and MATH 491); encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mathematics conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assessment instrument and facilitated the assessment for both Fall 2016 and Spring 2017.
What are the Measures/Metrics used to assess effectiveness?
1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

The process of assessment per Action Plan: How were the results assessed?
The department had no formal process of assessment in place for any of the goals aside from 5. See next section (Results) for additional details.

What were the results?
1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategies such as high school visits and social media have certainly increased the department's presence but with the overall university enrollment decline it's hard to determine if such efforts have impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Models; Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduate research conference at James Madison University where one of our students presented his research findings.
3. The department purchased a new 3D printer and established a dedicated space for the printer.
4. The departmental curriculum committee met several times this past year to establish learning outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra and Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with our assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical and Quantitative Reasoning assessment and align it with the established assessment rubric. The assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1. The department will continue to support the Dead Poet Society this coming year; will have used some department funds to purchased promotional items such as stickers, water bottles, and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation to research events
3. Continue to build expertise in department with the goal of hire students to support 3D print efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitative Reasoning.

How was this plan and results conveyed to your Division/Department?
Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, and conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroom studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Chamber Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:
  - Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 370 from the major ensemble list.
  - Specify that only courses in which you earn a C or better will count towards satisfaction c
requirements for the major and the minor. (The current listing only specifies the major.)

- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evaluation, so each unique sophomore evaluation should be listed separately in the description of each track/concentration.

Specify your Division/Department Actions Priorities/Plans.

Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern region and the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state conducting festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz bands attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high school students participated in clinics, rehearsal and a performance at FSU.
- James Reddan and Brent Weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jazz Society which hosted the JAM weekend in April, 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to create fresh, eye-catching posters for every event. They also sent out postcards to individuals in the region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reconnect with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Concert in the Fall and President's Concert in the Spring. Donors were invited to attend the concert free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the action priorities.
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le
What are the Measures/Metrics used to assess effectiveness?

Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed results based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?

Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacted the university expressing interest in music. She then distributed this information to the instructor specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017 and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.
What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Department, which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information from Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxophones, flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes did not appear in the catalog due to oversight by the previous chair. We are currently working to rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expand them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated to align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Music Department budget and friends of music fund. New instruments and equipment in Pealer Hall is a priority and we will view avenues to purchase these items. Reallocated from the department budget may be possible due to savings from reduced Stage Crew salaries. We are also increasing the budget for marketing materials so reach a greater audience and move us into the 21st century.
How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Part-Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology’s effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastructure improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.
Tactic 1:1:1 – Deploy new mobile app.
Tactic 1:1:2 – Integrate bus tracking application into new mobile app.
Tactic 1:1:3 – Integrate dining services information into mobile app.
Tactic 1:1:4 – Deploy public safety app.
Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic common areas, and student common areas.
Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood com
Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to determine greatest need.
Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.
**Action Priority 1:3** – Provide increased services for students through cloud-based software

  Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

  Tactic 1:3:2 – Promote Microsoft Office 365 to students.

**Action Priority 1:4** – Deploy electronic transcripts

  Tactic 1:4:1 – Work with Registrar’s Office to implement a service for students to order and deliver transcripts electronically.

**Action Priority 1:5** – Improve student class scheduling experience.

  Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

**Action Priority 1:6** – Work with FSU students to determine technology satisfaction and needs.

  Tactic 1:6:1 – Form a student technology advisory committee to meet with students on a regular basis.

  Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

**Action Priority 2:1** – Promote data-informed decisions by implementing data analytics and warehouse project.

  Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.


**Action Priority 2:2** – Improve web presence and focus on prospective students.

  Tactic 2:2:1 – Redesign website with responsive design methodologies.

  Tactic 2:2:2 – Design home page targeted toward student prospects.

**Action Priority 2:3** – Improve student undergraduate and graduate application process.

  Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

**Action Priority 2:4** – Evaluate Customer Relationship Management (CRM) technologies with enrollment management and develop a feasibility study.

  Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate opportunities.

**Action Priority 3:1** – Augment the university’s Learning Management System with additional tools to better support learning outcomes and the needs of learners.
Tactic 3:1:2 – Implement Attendance tracker.
Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

**Action Priority 3:2** – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived from Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium’s (OLC) quality scorecard criteria to verify university compliance and support for online programs.

**Action Priority 3:3** - In conjunction with Disability Support Services, develop and implement Accessibility and Usability Guidelines for courses that utilize the university’s Learning Management System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of design for inclusion in order to maximize Accessibility and Usability. This may include Closed Caption software, font and color choices, alternative means of access to course materials, use of various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Usability requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

**Action Priority 3:4** – Provide the technology and support needed to create reliable and effective classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classrooms to convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

**Action Priority 3:5** – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 - Promote online training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies as needed.

**Action Priority 3:6** – Work with faculty and students to select learning management system (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.
**Action Priority 4:1** – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologies and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown disaster recovery site and evaluate how the FSU network segment and the stored data are protected.

**Action Priority 4:2** – Develop security awareness program and training for campus community.

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all faculty and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to further educate users.

**Action Priority 4:3** – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to meet standards.

**Action Priority 4:4** – Implement measures to protect confidential information from disclosure.

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annually.

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on an annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply with security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

**Action Priority 4:5** – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are removed for all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabilities through program updates, anti-virus enhancements, and software restrictions.
**Action Priority 4:6** – Strengthen the University’s policies for controlling passwords and accounts.

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.


Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessor documentation, and physical security mechanisms.

**Action Priority 4:8** – Explore 3rd-party solutions to increase security for users with access to critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review.

**Action Priority 5:1** – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.


Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

**Action Priority 5:3** – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.
**Action Priority 5:4** – Development and improve communication with campus community.

- Tactic 5:4:1 – Create an email template and standard for OIT.
- Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.
- Tactic 5:4:3 – Create a webpage to list previous outages with details.

**Action Priority 5:5** – Create centralized data and document repository for IT documentation configurations.

- Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration information.


- Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.
- Tactic 5:6:2 – Develop customized software in human resource system to process faculty time sheets.

**Action Priority 5:7** – Establish IT metrics to measure effectiveness of continuous improvement.

- Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.
- Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.
- Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

**Action Priority 6:1** – Implement a secure web infrastructure for internal use.

- Tactic 6:1:1 – Create campus workgroup to evaluate portal options.
- Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.
- Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

**Action Priority 6:2** – Provide technology infrastructure to increase physical safety.

- Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.
- Tactic 6:2:2 – Deploy e911 on phone system.

**Action Priority 6:3** – Improve internet bandwidth and redundancy.

- Tactic 6:3:1 – Increase internet bandwidth to campus.
- Tactic 6:3:2 – Increase bandwidth of backup internet connection.
Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.
Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

**Action Priority 6:4** - Improve website infrastructure and reliability.
Tactic 6:4:1 – Implement a new content management system to provide better support to users.
Tactic 6:4:2 – Update technology used to run and maintain website.
Tactic 6:4:3 – Implement load balancing technology to increase up-time and redundancy.

**Action Priority 6:5** – Replace unsupported software and services.
Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

**Action Priority 6:6** – Deploy critical services to cloud-based services.
Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.
Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.
Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.
Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

**Action Priority 6:7** – Implement technologies that promote sustainability.
Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit waste.
Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

**What are the Measures/Metrics used to assess effectiveness?**
1. Number of students, faculty, and staff using new platform.
2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.
2. The time to process manually vs. the automated process.

**The process of assessment per Action Plan: How were the results assessed?**
What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.
2. 79% of all mobile app traffic is generated from return visitors. This indicates users see value in services offered in the app.

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over the last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to less than 1 hour per week.
2. Accounts are now processed every hour. Before the automation was created, accounts were processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
1. The mobile application software was purchased by eliminating the previously used software since it was not being used. This also resulted in additional savings that was redirected towards other academic initiatives.

1. IT hours gained from this process have been refocused on projects and automating other processes.
2. The automated process provides better service to our campus because people do not have to wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds annual meetings at the beginning of the year with all OIT employees to discuss goals and priorities for the upcoming year.

Evidence, artifacts, and or back up documentation
- Goal1
- CollegeSchedulerScreenShotUsage
- Goal2
Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?

With regard to restructuring the POSC capstone course, the key metric will be whether or not changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or not the new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metric will be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

The process of assessment per Action Plan: How were the results assessed?

With regard to restructuring the POSC capstone course, we will assess whether or not the changes to the capstone course have been accepted in the governance curriculum change committee.

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our new assessment plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, we will simply assess the numbers of students participating in those programs to see if they have increased.

With regard to increasing POSC major enrollments, we will simply measure the number of POSC major enrollments.
majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-making on the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of the new plan and will submit it to the CLAS Assessment Committee during the coming academic year.

With regard to increasing participation in POSC and LASO internship programs, we did note an increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning objective and we will have to develop assessment exercises for that new objective. We will also be creating common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote more departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time and effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first department meeting of the Fall ’17 semester.

Evidence, artifacts, and or back up documentation
No items to display.
Specify your Division/Department Goals Priorities.

1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year’s usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.

1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Increased number over previous year’s stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.
3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.
3.1 - The online timesheet process has worked very well, and we will continue to expect all to use the process.

**How was this plan and results conveyed to your Division/Department?**
Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**2016 University Police Annual Report**

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** University Police  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Emphasize provision of professional law enforcement services to the campus community.
2. Build community relations by providing professional ancillary services to the campus community.

**Specify your Division/Department Actions Priorities/Plans.**
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2)

**What are the Measures/Metrics used to assess effectiveness?**

AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evidence in officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted and the ratio of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

**The process of assessment per Action Plan: How were the results assessed?**

AP 1 - We successfully procured the BWC's, developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive of the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 923 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

**What were the results?**

AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an officer conduct. In that case a review of the contents of the captured BWC video resolved the issue.
Following implementation of the BWC program newspaper articles were published in the local university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. Personnel costs are offset by the administrative fee charged for the service. Students now are able to have their required prints taken on site for the several programs which require them.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostburg Community Coalition. Additional BWCs and associated hardware and software were supported financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required of the program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employee sign up fingerprint those with an appointment. This program will continue into the future.

How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bottom up goals to be pursued and command staff vet ideas through the patrol force to assess viability and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly as we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation
- AP 1
- Special_Order_No_59

2016-17 Philosophy Action Priority Report

- Start: 7/1/2016
- End: 6/30/2017
- Progress: [You do not have access to view this field.]
- Providing Department: Philosophy
- Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)
Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS...)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. Establish a scholarship for philosophy students
Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205**

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

**What are the Measures/Metrics used to assess effectiveness?**
See Results below

**The process of assessment per Action Plan: How were the results assessed?**
See Results below

**What were the results?**

**Philosophy Department Report on Action Priority Outcomes (2016-17)**

Submitted: July 19, 2017

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

1. **To be recognized as a center of excellence for critical thinking and ethics education**
2. **To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes**
3. **To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors**
4. **To reestablish and strengthen connections with graduates of the philosophy program**
5. **To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities**
6. **To increase opportunities for faculty and staff professional development**
7. **To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals**

**Philosophy Department Action Priorities (2016-17)**

To advance its mission and achieve its strategic goals, the Philosophy Department
1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program. This initiative involved the following actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize the notion of critical thinking and to create a rubric instrument (see supporting material);
- Holding multiple calibration (“norming”) sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment results (“closed the loop”);
- Assisting in writing the final report on the university’s assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost’s Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from the Provost’s Office and Office of Assessment and Institutional Research (see supporting material).

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular
changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
   1. Philosophy Major
   2. Philosophy Minor

2. New Courses
   1. PHIL 100 Critical Thinking
   2. PHIL 310 Classics of Western Philosophy
   3. PHIL 498 Practicum in Philosophy

3. Number Changes for Existing Courses
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic

4. Change of Catalog Descriptions
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic
   3. PHIL 492 Internship Project in Philosophy

5. Delete Courses
   1. PHIL 202 History of Philosophy: Ancient and Medieval
   2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department’s faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program’s regularly scheduled academic program review (2015), 2) the philosophy program’s ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association’s Statement on the Philosophy Major, which serves as the program’s primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Student Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (University Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.
4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting
- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communit
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mi and goals)

Status: On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closely with the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205

Supporting
- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major obstacle to the success of the philosophy program. These shortcomings inhibit instructional effectiveness and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technological resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations...
Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. She acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout the year including department meetings, seminars, Reacting-to-the-Past Team meetings, and social events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

7. Organize intellectually and socially engaging co-curricular and extra-curricular programs

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Completed

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philosophy at West Virginia University. (October 25, 2016) Over 100 members of the campus and local communities were in attendance.
communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization of American police forces. (November 9, 2016) For this event, the Philosophy Department collaborated with FSU’s Law & Society Program and the Allegany County MD NAACP Chapter. See supporting material.

- Philosophy student Michael Bartholomew presented a paper at West Virginia University’s National Undergraduate Philosophy Conference. (April 1, 2017)

- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the campus and local communities attended, including members of the Ethics Committee for the Western Maryland Health System. For this event, the Philosophy Department collaborated with FSU’s Health Science and Nursing programs. See supporting material.

- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake News, and Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated with faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.

- Members of FSU’s Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2017) See supporting material.

- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers at the CLAS Undergraduate Research Symposium. (May 5, 2017)

- Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. (May 24, 2017)

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**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

See Results above.

**How was this plan and results conveyed to your Division/Department?**

The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department members reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from department members. The final draft was distributed to department members.
Evidence, artifacts, and or back up documentation

Action Priority 1
- Critical-Thinking-and-Reasoning-Learning-Objective-Rubric

Action Priority 2
- 2017 PHIL 1 Proposal

Action Priority 3
- 79392_Philosophy Department Scholarship DRAFT_12-2016

Action Priority 6
- Humanities Center

Action Priority 7
- Cerbone Forum Poster
- Do Not Resist Poster
- Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the College of Education (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
- **Student Recruitment and Retention Efforts** - The COE Dean requested each department develop a plan to recruit and retain candidates.
- **Analyzing Existing Programs** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- **Promote Activities of Educational Distinction** - The COE Dean provided funds to support distinguished initiatives.
- **Recruit and Retain Diverse and Talented Faculty and Staff** - The COE Dean approved search committees and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- **Expand and Develop Educational Initiatives for Western Maryland, the Region and State** - The COE Dean requested Departments provide information on ways to support new educational initiatives.
What are the Measures/Metrics used to assess effectiveness?

- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators’ progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

The process of assessment per Action Plan: How were the results assessed?

- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator’s identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

What were the results?

- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide an update on this past year’s efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NCATE visit were successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to provide urban and rural experiences and expand cultural competency through the development of micro-credentials. Two modules will be implemented in the fall of 2017.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: See departmental strategic plans.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

The focus for the upcoming year’s plan will be to increase enrollment, search for diverse faculty and staff when new positions are approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse experiential learning.
The COE will be distributing rack cards to all department programs that will serve as a template for all programs in the college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU’s education programs.

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiatives in the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland Heritage Areas Program.

Funds will be allocated for recruitment efforts both at the College level and through department funds.

**How was this plan and results conveyed to your Division/Department?**

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at the August 2017 retreat for college faculty members’ feedback.

**Evidence, artifacts, and or back up documentation**

No items to display.

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**2016-2017 Department of Kinesiology and Recreation Annual Report**

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<thead>
<tr>
<th>Start:</th>
<th>7/1/2016</th>
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<td>End:</td>
<td>6/30/2017</td>
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**Progress:** [You do not have access to view this field.]

**Providing Department:** Kinesiology

**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

Goal #1: Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #3)

Goal #2: Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3: Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)

Goal #4: Implement strategic space utilization plan to better serve component programs of the College.

Goal #5: Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6.)
University Strategic Plan Goal #6

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.
1.1.2 Identify strategies for recruitment and retention of quality students.
1.1.3 Implement the strategies
1.1.4 Evaluate success of strategies implemented
1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students to promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.
1.2.2 Develop or update Student Handbooks for each program to meet that program’s mission and vision.
1.2.3 Establish collegial support to develop consistent policies and procedures across program where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.
2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.
2.1.3 Encourage all programs to seek input from recent graduates and their employers in on address market needs.

Goal #3 Priorities and Action Items
3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.
3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.
5.1.2 Highlight diversity of student body when advertising for open faculty and staff positions.

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.
6.1.2 Strengthen relationships with current experiential learning sites.
6.1.3 Increase the number and diversity of experiential learning sites.
6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1
Metrics:
1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2
Metrics
1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1
Metrics
1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1
Metrics
1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1
Metrics
1. Summarization of utilization chart for academic spaces.

Priority 5.1
Metrics
1. Review student evaluations of candidates.

Priority 6.1
Metrics
1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and the department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.
What were the results?
Some results can be reported:

Priority 2.1
The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise and Sports Science program has received initial accreditation this summer.

Priority 3.1
Our faculty engage student in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1
Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and start to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the action items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.
Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department
Goal 1
SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.

Goal 2
SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.

Goal 3
SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1
LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

Goal 2, LUC Action Priority 1
LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

Goal 2, LUC Action Priority 2
LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

Goal 3, LUC Action Priority 1
Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.
• ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
• CAS Standards will indicate a need for a formalized assessment process for student employment.
• Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
• Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

• ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
• CAS Standards will indicate performance indicators needed with regard to union operations.
• Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operations based on national trends.
• Focus Groups with Patrons will show a need for expanded services and updated equipment.
• Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

• ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
• Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
• Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
• One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

• ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
• Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
• Focus Groups with Patrons will identify opportunities to improve.
• One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.
The process of assessment per Action Plan: How were the results assessed?

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
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**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
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- Focus Groups with Patrons will identify opportunities to improve.
One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with CU Student Employees indicate a need and a desire for focused development of transferable skills along with professionalism, customer service, and leadership development, which was concurrent with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations.
A post event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a formal student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human – for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportunity to participate in training opportunities to further their success in their current position and to position themselves as a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing student employees for the human resource processes they will encounter as they enter the workforce.

As part of the SEE Program research and planning process, a blended model of student employee training has been selected and is slated for implementation starting with the fall 2017 semester. This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job training and recurring developmental opportunities throughout the academic year, the SEE Program represents a well considered plan for the student employment process.
As with any intentional plan, a formal assessment process has been established for this program. This process includes four instruments delivered prior to the Virtual Training, prior to in-house training, after in-house training, and at the end of the academic year. The collection of this data over the 2017 - 2018 fiscal year will allow for a review and revision of the training program to meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZeneca Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as overall usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Game Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resources, reallocation of XXX in funding was made for the repair of equipment in the area combined with XXX in funding allocated for preventative maintenance endeavors. Additionally, based on user feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

**Game Room:**

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.

**Goal 2, LUC Action Priority 2:**

Through the Lane University Center’s involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w
identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

**Goal 3, LUC Action Priority 1:**

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practices, need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individual's efforts in incorporating billing, setup diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 2017.

**How was this plan and results conveyed to your Division/Department?**

The assessment plan for all LUC action priorities was communicated to LUC staff as well as SCI management team following the development of the action priorities. The results are communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.

**Evidence, artifacts, and or back up documentation**

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics
Specify your Division/Department Goals Priorities.
1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
1.1 Develop, analyze and maintain a department strategic plan for recruitment and retention.
1.2 Maintain and expand a Department Advising Center to assist with student retention.
1.3 Analyze department policies and procedures to determine activities that will allow for continued student success.
2.1 Analyze the implementation of new and revised programs.
3.1 Continue to search for ways to incorporate students in community outreach activities.
4.1 Analyze current space needs of programs.
5.1 Determine a process to attract and maintain diverse and talented faculty and staff.
6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase in student enrollment, retention and graduation rates in the department's undergraduate, graduate and doctoral programs.
1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.
1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success in field experiences and courses, via candidate improvement plans and contracts.
2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analy;
faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?

1.1 Data collected on R&R activities via surveys (advising center users, open house/reception attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities, advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through use of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessment system

3.1 Results on outreach gathered via identification of available learning opportunities per program and identification of appropriate methods of gathering impact on students (survey, assignments, etc). Planning in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was completed in the spring 2017. The student "maker space" will be available in the Fall 2017 and data will be collected regarding student use and remaining faculty needs. Faculty involvement in space utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be shared with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results are collected on a yearly basis for all new faculty. The chair develop faculty improvement plans with individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of the Teacher Quality Partnership grant with Coppin University. The assessment of the collaboration's impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been an increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning...
Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification progr The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semester Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and will address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based the results?
Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation
No items to display.
Specify your Division/Department Goals Priorities.

1: Assessment
Examine goals, outcomes and assessments of the History major and History’s GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing II 150 courses.
2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SP), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?
1a: Assessment Rubrics and Procedures
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring.
Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women’s Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean’s Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University’s undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results? We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department? This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation
No items to display.

Brady Health Center 2016-2017 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.
1.1 100% of international students will complete all required health and immunization screenings by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus

1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?
1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student
3.2 Number of Athletic training students

**The process of assessment per Action Plan: How were the results assessed?**

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student once completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood test result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening either negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) or negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record which is then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on account to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and click solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"

3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health center

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

**What were the results?**

1.1 Fall 2016 had 98% of International students completing all required health and immunization screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end of Fall semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents and also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their progress after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page, still has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor who is doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior Health Promotion student
3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Spring; one Dietician intern observed our Dietician one day and one pre-med student observed 20 hours in Fall.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1.1 International student compliance with health and immunization screening is always a priority due to the risk of communicable disease transmission on our campus from a student arriving from a high risk country. J-1 visiting scholars are now added to the group who are screened at the recommendation of the Center for International Education and the health center board of directors.

1.2 There were increased wellness presentations this year due to the addition of a part-time contractual nursing assistant to the clinic during high volume times, which gave additional hours to the nurse to be out of the clinic for presentations. Also hired new contractual dietician with more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for required health information as well as attend Freshman orientation as previously done every summer. Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1 Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be considered.

2.2 We will continue to encourage IT to move our new web page to live production as well as continue to update and make changes as indicated by staff, student and parent input.

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center.

3.2 Athletic training students are still planning to observe in the health center and there should be sophomores and seniors again then next year only sophomores will be observing.

How was this plan and results conveyed to your Division/Department?
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in January 2017; annual report provided to VP of Student Affairs.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including I outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.
Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.
Goal 3 - Measures include the number of activities of educational distinction and funding to support them.
Goal 4 - Measures include numbers of hires and numbers of those retained.
Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.
Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assess: processes themselves when there is informative decision making about the data.
The process of assessment per Action Plan: How were the results assessed?

1.a. - Planning is continuing for the program.
1.b. - Planning is continuing for the program.
1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.
2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.
2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.
3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.
3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.
3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is
changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the project.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINs; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-co
reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessor Council, SLAAG, GLAAG, and the General Education Assessment Committee.

**How was this plan and results conveyed to your Division/Department?**
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**FY 2017 Biology Annual Report**
**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Biology  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6 - Develop a modified evaluation instrument.

**Specify your Division/Department Actions Priorities/Plans.**
Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers by consulting with students and colleagues in the field.

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major.
Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.

Action priority #6 - Develop a modified evaluation instrument through open discussions at both committee level and at the Dept. level.

**What are the Measures/Metrics used to assess effectiveness?**

Metric for Goal #1 - Inform Departmental faculty with budget transparency

   Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

   Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

   Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

   Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

   Number of meetings/discussions devoted to this topic.

Metric for Goal #6 - Develop a modified evaluation instrument.

   Number of meetings/discussions devoted to this topic

**The process of assessment per Action Plan: How were the results assessed?**

For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about one of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.
What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers

Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way through the year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this topic at 2 Dept. meetings.

Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member’s opinion on each of these topics and where each should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.
How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library’s responsibilities in accomplishing other Middle States’ recommendations. Continue current initiative to assess the Library’s impact on institutional retention efforts and student success. Ensure Library’s published goals and policies are clearly written, easily accessible, and shared consistently with all staff. Investigate and advocate for the continuous improvement of the Library’s learning environment to facilitate and support student academic and personal growth and success. Promote a commitment to support the ongoing development and/or continuing education of all Library staff. Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan. Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.
G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.
G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.
G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.
G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.
G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.
G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.
G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty.
staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:
- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inventory the Library’s circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since it is also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library’s digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and:

  The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatalog...
and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (librarian faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage in order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence on the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this action priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship of Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence
three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particular regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library’s compliance and activities within the context of ACRL’s Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodonato researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the survey and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does it need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee
created a list of policies that need to be added to the manual by department supervisors or Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian or being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start of the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions. Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education’s Ed.D program to develop and implement procedures for the final review and approval of Ed.D. doc candidates’ dissertations for publishing in ProQuest's Digital Dissertations & Theses database; led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initiative, Ort Library's successful introduction and initiation to having its own IR space in MD-SOAR; also coordinated and provided leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU historical commencement programs for inclusion in MD-SOAR.
In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in 2017. The number of digital items accessible in FSU’s IR space, eScholarship@frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or exceed the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of...
foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University achieving the Middle State’s recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all librarians to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the fields of arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users’ interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University’s benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations’ development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library’s staff, both faculty and non-exempt, attending the President’s convocations, HR training sessions, FSU’s annual Leadership Conference, sessions of TASTE, etc.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (TCA2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:
Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership.

FY 2017 is no exception to this history. Numerous opportunities are presented annually for library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/or maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the function of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI: Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and student to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Jan. 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.
• Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, student staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Ort Library’s services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of libr
liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library’s holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library’s Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library staff, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. Also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than a suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary
summary of the results of the two surveys with analysis was made available to all library staff June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff or departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collective development policies for Special Collections and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library’s materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric...
in print and it is available online, we discuss the financial feasibility of converting the subscrip
to online for greater access. In FY 2017, these intensive reviews resulted in the following
decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a less $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45

It was agreed to implement a subscription to Kanopy for streaming video in January 2017. An initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. It was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State’s recommendation to provide a facility for the Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Library Director, in consultation with the staff, made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presen
on the Library’s newly revised webpages for ILLiad, the users' interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.

- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland’s Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky’s School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore’s Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU’s Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland’s Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library’s staff, both faculty and non-exempt, attending the President’s convocations, HR training sessions, FSU’s annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt, to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (TOWC) in August 2016 and 5 staff members, also including faculty and non-exempt, to the Association of College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since its establishment in 1988, FSU’s Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions’ (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders. FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:
Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair for CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.

Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;

Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;

Randy Lowe, Collection Development, Acquisitions, Serials and e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Short Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.

Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referenc Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;

MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;

Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and students to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

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Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the
coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of our cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff, and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and Mary Jo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best-selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee
with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for years, a savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities. Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, will need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed
attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. **Were resources allocated or redistributed based upon the results?**

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a res its findings other than hours of time devoted by library staff to compile and review the resul:

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

No additional resources have been allocated in order to conduct this assessment or as a res its findings other than hours of time devoted by library staff to compile and review the resul:

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

**Inventory of Stacks collection:**

Financial resources were allocated from the Library’s operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was rel to personnel. All staff members, including the Library Director, were assigned to work in tear average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

**Annual Periodical & Database Subscriptions Review:** Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results
Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library’s group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library’s operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library’s operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty, staff and students.

No additional resources have been allocated in order to conduct this action other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid for from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library’s P-drive and a link emailed
the staff.

- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Frostburg Strategic Goal #3: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

**Start:** 7/1/2012  
**End:** 6/30/2017

**Progress:**

**Providing Department:** Frostburg  
**Responsible Roles:**

**Related Items**

2.1: Learning environment strategies.  
**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:**

**Action Priority**

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

**Providing Department:** Academic Affairs

**Documentation**

No items to display.

**Data from Baseline**
Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016  
End: 6/30/2017  
Progress: [You do not have access to view this field.]  
Providing Department: Academic Affairs  
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.  
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment through benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and
technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment & Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation by encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation by encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:
• Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  ◦ Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  ◦ Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

• Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  ◦ Unit: Provost, Deans, and Center for Teaching Excellence
  ◦ Results: Center for Teaching Excellence-see attachments.

• Facilitate and support continuous improvement of campus learning environments.
  ◦ Unit: Provost, Dean, Library Director
  ◦ Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

• Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  ◦ Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
  ◦ Results: See General Education Program Report

• Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  ◦ Unit: Academic Affairs in collaboration with other Divisions
  ◦ Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

• Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  ◦ Unit: Provost, Deans, Department Chairs
  ◦ Results: Completion of Program Review

• Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  ◦ Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  ◦ Results: See MSCHE Monitoring Report
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

Continuously assess, develop, and support academic programs to meet the needs of a changing student population.
Program Review Guidelines
SLAAG Annual Report
Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
EMC Plan 2016-2017
FSU PAR Data Reveal
Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
Gen Ed Report Fall 2016
Provide a learning environment to facilitate and support students’ academic and personal growth and success.
EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concerns and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.
4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesig administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize si distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time managemen setting, and personal accountability.
5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

**What are the Measures/Metrics used to assess effectiveness?**

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered students contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed every attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employee's talents and the needs of the institution, the supervisor will work with...
employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

2.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues. This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained a course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. Inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. All other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance from CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All PW students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12
students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching, drop-in advising.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved record keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forthcoming. CAAR continues to collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of new counselors, more students have been served by CAAR and our outreach has expanded beyond first-year students. CAAR must now explore better ways of recording our outreach and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.
Evidence, artifacts, and or back up documentation

ASOR Targeted Interventions

ORIE Course Evaluation 2168 - Results

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase the number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warning who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department
Set up the timesheet system
Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.
2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

**The process of assessment per Action Plan: How were the results assessed?**

1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

**What were the results?**

1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15.

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.
2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.a.: Identify bottleneck courses and develop corrective actions.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Identify bottleneck courses and develop corrective actions.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify bottleneck courses and develop corrective actions.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify program bottlenecks and develop corrective actions.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing
Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Increase course/program redesign efforts to achieve greater effectiveness and efficiency.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.
Data from Baseline

Responsible Roles:

**2016 Assessment & IR Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** English
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Assessment:** Examine goals, outcomes, and assessments of General Education courses and the English major.
2. **Professional Development:** Encourage, support, and track professional development.
3. **Cooperative Ventures:** Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. **ELL/ENGL/MDFL cooperation:** Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. **Cover Staffing Needs:** The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of workload and coverage for in-demand courses.

**Specify your Division/Department Actions Priorities/Plans.**

**Goal 1: Assessment**

- ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

- ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

- Capstone - Make changes to the assessment of English Capstone.

- Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

- Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

- GEP Assessment Training - In order to aid the university with meeting the Middle State:
standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics
What are the Measures/Metrics used to assess effectiveness?

Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have tracked the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective at recruiting majors and minors in MDFL, we track our numbers in the majors and minors.
from year to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position(s).

**The process of assessment per Action Plan: How were the results assessed?**

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in a class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.
Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

**What were the results?**

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully
gathered data and reported it to AIR.

The department’s Assessment Committee revised the **Capstone rubric** based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the **MLA exit survey** for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

**Program – ENGL**

Concentration - **Literature**: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a **new course rotation** for the upper division courses that courses would be offered less frequently in order to fill. They also eliminated **ENGL** because students are not as interested in Jane Austen as they used to be.

Concentration - **Creative Writing**: The CC urged the faculty members of this concentration change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - **Professional Writing**: The CC passed a proposal to offer **ENGL 438: App Digital Writing** less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

**Program - FLL**

Concentration - **Spanish**: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the **program review** and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.
When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

**Professional Development**

The department assisted 11 faculty members by providing up to $500 in reimbursement to those who presented research at conferences. We also began to track the number of types of professional development activity in which our faculty members participated.

**Cooperative ventures**

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors and the advisors for student organizations. These opportunities allow us to work on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9–10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also reviewed data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, professors are a part of the listservs for their professional organizations and/or serve on advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in Frostburg State University 9/7/2017 10:15 AM Frostburg State University 9/7/2017 10:15 AM Page 815 of 1227
French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degree, we determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members’ professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**

The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked to volunteer to help the department achieve these items. The annual department retreat in September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

ELL/ENGL/MDFL cooperation

Placing International Students

Assessment

2016_majorminor_numbers

Capstone Assessment Report 2016

CW_concentration_Retreat_HO


ENGL 421 Elimination

ENGL 438 Changes

ENGL 450 Frequency

Executive Summary Proposed Changes to Spanish Curriculum

FLL_PR_2017

LEARNING OBJECTIVE 1 Write-Up Dec 2016

Literature_concentration_Retreat_HO

MDFL_concentration_Retreat_HO

MLA survey_draft

New Period Course Rotation 2017

PW_concentration_Retreat_HO

Scoring Rubric for ENGL101 Assessment-12

Written Rubric (005)

Cooperative Ventures

Collaborations

EFL Recruiting Chart

English Class Enrollment - Fall 2011 - Fall 2016

English Class Tracks - Fall 2011 - Fall 2016

Letter--Fall Students 2016--Final

Cover Staffing Needs

Linguist_Position Allocation Request Form FY 18

PR_JOUR_AW_Position Allocation Request Form FY 18

Professional Development

ENGLFLL_prof_dev_2015

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1: Assessment

Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.
2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fund (SPSF), faculty development funds, travel funds, library funds and journal access.
3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?

1a: Assessment Rubrics and Procedures
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies
N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies
E. McConnell received approval for a new course, HIST 434 Women in the United States.
which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

2.c.: Enhance classroom instructional environment to support improved student learning

Start: 7/1/2016
End: 6/30/2017  
Progress: Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

*2016 Annual Report*

Start: 7/1/2016  
End: 6/30/2017  
Progress: [You do not have access to view this field.]  
Providing Department: Visual Arts  
Responsible Roles: [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Mission**

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.

**Program Objectives parallel professional expectations. The department aims:**

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;  
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking in line with professional expectations;  
- To encourage degree candidates’ development of original aesthetic visions;  
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;  
- To challenge degree candidates to develop and maximize their creative problem-solving skills;  
- To provide degree candidates with professional applications of classroom instruction  
- To foster relationships between candidates, alumni, and the community;  
- To mentor degree candidates in their creation of portfolios appropriate for professor interviews and graduate school applications, and  
- To meet state and regional needs in K-12 arts education by providing well trained B. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.
Vision

The Department of Visual Arts is and will continue to be strong within USM for its offeri a professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, gra design, illustration, art education, art history and fine arts shall aid in the recruitment ε retention of students as well as provide them with marketable professional level portfol and strong experiential experiences. With its programmatic offerings, Stephanie Roper Gallery and community outreach, the department shall continue to function as a drivin in the visual arts and serve as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institu initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab as: are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require buc increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electron materials for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarshi grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegai County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerst Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who ai completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to par in departmental planning and departmentally sponsored professional development events and progra

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to
national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thin in line with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann R Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geog race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community thro group shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and othe location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio review

To meet state and regional needs in K-12 arts education by providing well trained B.F.A M.A.T. Art Education Certified candidates.
This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?

Faculty/Staffing Needs:
Request a PIN in Printmaking for Fall 2017
PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:
Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
Faculty are emphasizing safety in their individual classrooms
Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
There was no significant change in lab assistance due to budget constraints.
Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms
No movement on this due to budget constraints.
Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.
This was successfully completed. All spaces are now allocated.

Further Priorities:
Continue all experiential learning opportunities for BFA students.
Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.
Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
Unsuccessful due to budget constraints
Continue to implement Artstor for faculty use in all classes
Artstor is available for all students and faculty on campus.
Increase our involvement with Frostburg’s Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook presence is there for the Visual Arts Department.

Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations: Allegany County School District, Allegany Arts Council, Allegany College of Maryland, G. College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in who are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Educati degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Gallery and at a recent group show at the Saville Gallery.

**What were the results?**

see above

**How have the results impacted operations (if at all) including 1) What is the fi for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

The Department of Visual Arts will be reviewing and updating its vision and action prior in light of the forthcoming Mission Statement and plan for the university-at-large. We h created a committee to begin implementing these changes.
How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY201)
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing.

10. Develop a dismissal procedure for the department
    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

11. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

12. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.
    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.
    Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)
3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.


Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.


10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.
The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

   1. Waiting for CCNE approval by 10/31/2016
      1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

3. Implement BSN Collaborative Model between ACM and FSU

   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.

   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

   1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. Goal Met – Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing
      1. Goal Met – The survey and test course remain on the website, but were not widely used by perspective students.

10. Develop a dismissal procedure for the department
    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better
       1. Goal Met – A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

11. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. The grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

12. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.
1. **Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.**

**Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**

2. **Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.**
   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. **Goal Met - Ongoing**

3. **Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.**

   1. **Goal Met – See action priority #11.**

4. **Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.**

   1. **Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.**

   1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training), a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working-adult student friendly ways.**

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

5. **Continue to hire additional administrative staff and faculty to support the growing need of the RN-BSN program and the addition of the MSN program.**

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

   1. **Goal Partially Met – PIN approved; search committee in process for new hire.**

6. **Submit new faculty self-statement document.**

   1. **Goal Met – Document was submitted and approved.**

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

7. **Implement the new systematic evaluation plan in fall 2016.**

   1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.


1. Goal Met – Program review completed for the BSN program.

10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation
Department of Nursing
- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in World History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.
2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fundinç (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?
1a: Assessment Rubrics and Procedures
The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review
The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program
S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies
M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.
2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS' Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Bonierce taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.
Evidence, artifacts, and or back up documentation
No items to display.

3.1: Develop and implement strategies to increase the academic profile for first-time students to the institution

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the academic profile for first-time students to the institution

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.1: Develop and implement strategies to increase the academic profile for first-time students to the institution.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.1: Student learning preparation.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.

Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.

Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.

Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.

Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.

Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department’s annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will
to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant pro due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment at Institutional Research

  Results: See General Education Program Report

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional
and response to regional, state, and national workforce needs.

- **Unit: Provost, Deans, Department Chairs**
  - **Results: Completion of Program Review**

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - **Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research**
  - **Results: See MSCHE Monitoring Report**

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

**How was this plan and results conveyed to your Division/Department?**
Provost Advisory Council Meetings

**Evidence, artifacts, and or back up documentation.**
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population.
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

**3.2: Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.**

**Start:** 7/1/2013
**End:** 6/30/2014
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**
3.2: Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.

Start: 7/1/2014  
End: 6/30/2015  
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.3: Develop and implement strategies to increase the second-year retention rate of FSU undergraduates from 74% in FY 2011 to 80% in FY 2016.

Start: 7/1/2013  
End: 6/30/2014  
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the second-year retention rate of FSU undergraduates from 74% in FY 2011 to 80% in FY 2016.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:
3.4: Establish a student advisement center with the charge to improve student persistence and graduation rates.
   
   **Start:** 7/1/2014  
   **End:** 6/30/2015  
   **Progress:** Ongoing

**Action Priority**
Establish a student advisement center with the charge to improve student persistence and graduation rates.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.5: Identify a structure for the development and implementation of First-Year-Experience programming.
   
   **Start:** 7/1/2014  
   **End:** 6/30/2015  
   **Progress:** Ongoing

**Action Priority**
Identify a structure for the development and implementation of First-Year-Experience programming.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.5: The Achievement Gap Task Force shall annually study and report how current initiatives directly impact the state-identified demographic as well as institutional efforts in retention and student success.
   
   **Start:** 7/1/2013  
   **End:** 6/30/2014

**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.6: Report how current initiatives (e.g. academic transformation (course redesign), supplemental programming, early alert systems, student support and tutoring services, academic advising, and cultural diversity programming) directly support the state-identified demographic as well as institutional efforts in retention and student success.
   
   **Start:** 7/1/2015

**Progress:**

**Action Priority**
**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**
Report how current initiatives (e.g. academic transformation (course redesign), supplemental programming, early alert systems, student support and tutoring services, academic advising, and cultural diversity programming) support the state-identified Achievement Gap initiative as well as institutional efforts in retention and student success.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.6: The institution shall review its processes for defining and distributing need-based categories of aid, and identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.7: Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.7: Review the processes for defining and distributing need-based categories of aid, identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.
**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**  
Review the processes for defining and distributing need-based categories of aid, and identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.

**Providing Department:** Frostburg  

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.8: Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.  
**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**  
Providing Department: Frostburg  

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.8: Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.  
**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**  
Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.  

Providing Department: Frostburg  

**Documentation**  
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.9: Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.  
**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:**
**Action Priority**
Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

3.10: By 2015, achieve a $2.5 million goal for merit scholarships as a recruitment tool to attract higher achieving students.

**Start:** 7/1/2014
**End:** 6/30/2015
**Progress:** Ongoing

**Action Priority**
By 2015, achieve a $2.5 million goal for merit scholarships as a recruitment tool to attract higher achieving students.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**Advance: Course Redesign**

**Start:** 9/1/2013
**End:** 8/31/2014
**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

[Storyboard](#) Course Redesign

**Data from Baseline**

**Responsible Roles:**

**Advance: Initiatives to assist with recruitment efforts**

**Start:** 9/1/2013
**End:** 6/30/2015
**Progress:** Ongoing

**Action Priority**
Student and Educational Services contributions to recruitment efforts.
For Admissions staff to be informed about the opportunities for student engagement at Frostburg State University.

For Admissions staff to facilitate connections between prospective students and staff within SES Division so that appropriate outreach activities can occur.

For the student affairs staff to acquire a greater understanding of what messages we can convey to assist the recruitment efforts.

**Providing Department:** Student Affairs

**Documentation**
- Storyboard
- SES and Recruitment

**Data from Baseline**

**Responsible Roles:**

**Advance: Program Review/Assessment**
- **Start:** 9/1/2013
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**
Student and Educational Services - Program Review Process

**What we want:**
Programs to being reviews in the current academic year: Student Conduct System, Residence Staff Selection & Training, Tutoring Center

Data and completed review from participating program coordinators must be posted on Campus Labs/Compliance Assist.

Feedback from programs that completed the reviews to improve the process.

**Providing Department:** Student Affairs

**Documentation**
- Storyboard
- SES Program Review
Data from Baseline

Responsible Roles:

Advance: Academic Transformation
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority
Enter from storyboard.

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Achievement Gap
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.

Program Objectives parallel professional expectations.
The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrative art education, art history and fine arts shall aid in the recruitment and retention of students as well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic mail for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Co., School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun. College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.
- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.
- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.
- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill:
- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.
- Candidates had professionals come to lecture and give feedback on portfolios.
To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other locations on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional intern and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

**The process of assessment per Action Plan: How were the results assessed?**

**Faculty/Staffing Needs:**

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

**Safety, Facilities Maintenance:**

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms.

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.
Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook presence is there for the Visual Arts Department.

Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education degree.
Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

**What were the results?**
see above

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.

**How was this plan and results conveyed to your Division/Department?**
In faculty meetings and by email

**Evidence, artifacts, and or back up documentation**
No items to display.

**2016 Assessment & IR Annual Report**
**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** English  
**Responsible Roles:** [You do not have access to view this field.]  

**Specify your Division/Department Goals Priorities.**
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of fair workload and coverage for in-demand courses.

**Specify your Division/Department Actions Priorities/Plans.**
**Goal 1: Assessment**

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessi
ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENGL in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

**Goal 2: Professional Development**

Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.
Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer’s response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their departmental stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.
**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position(s).

**The process of assessment per Action Plan: How were the results assessed?**

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost.
Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students, follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty and is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an
assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration and passed a new course rotation for the upper division courses so that courses would be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed a proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.
The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time meeting the same outcomes as the previous courses in fewer credit hours.

Concentration-Teaching: The department updated the advising sheets to reflect the change: the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, many professors are a part of the listservs for their professional organizations and/or serve on advisory and editorial boards.
boards in their fields. We have ample connections to ensure that we are following best practice in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced...

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the department next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across disciplines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members’ professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**

The department reviews goals and action priorities at its May meeting where a vote is taken...
adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

**Evidence, artifacts, and or back up documentation**

- ELL/ENGL/MDFL cooperation
- Placing International Students

**Assessment**

- 2016_majorminor_numbers
- Capstone Assessment Report 2016
- CW_concentration_Retreat_HO
- ENGL 421 Elimination
- ENGL 438 Changes
- ENGL 450 Frequency
- Executive Summary Proposed Changes to Spanish Curriculum
- FLL_PR_2017
- LEARNING OBJECTIVE 1 Write-Up Dec 2016
- Literature_concentration_Retreat_HO
- MDFL_concentration_Retreat_HO
- MLA survey_draft
- New Period Course Rotation 2017
- PW_concentration_Retreat_HO
- Scoring Rubric for ENGL101 Assessment-12
- Written Rubric (005)

**Cooperative Ventures**

- Collaborations
- EFL Recruiting Chart
- English Class Enrollment - Fall 2011 - Fall 2016
- English Class Tracks - Fall 2011 - Fall 2016
- Letter--Fall Students 2016--Final

**Cover Staffing Needs**

- Linguist_Position Allocation Request Form FY 18
- PR_JOUR_AW_Position Allocation Request Form FY 18

**Professional Development**

- ENGLFLL_prof_dev_2015

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**2016 Assessment & IR Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Theatre/Dance  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
Goal #1:
The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:
The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]

Goal #3:
The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:
The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

Goal #5:
The Department will investigate and assess curriculum with regard to the current curriculum, the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology...
particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some degree and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.
How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

**What were the results?**
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, sucess: passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training
4. Create and facilitate training for departments to use a faculty workload calculator.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**
Bi-weekly staff meetings.
Department project updates shared at Provost Advisory Council.

**Evidence, artifacts, and or back up documentation**
- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

**2016 Athletics Annual Report**
- **Start:** 1/1/2016
- **End:** 12/31/2016
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Athletics
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.
Specify your Division/Department Actions Priorities/Plans.
- AP1. Actively monitor and follow-up on Beacon alerts. (Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own space. (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own locker year round. (Goal 2)
- AP4. Provide and maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professional sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?
- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean, median and mode of service years of current full-time staff. (Goal 3)

The process of assessment per Action Plan: How were the results assessed?
- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal 2)
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compare change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?
- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Beacon Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Goal 2)
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment. (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mode number of years of service ###. (Goal 3)

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additional resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (Goal 2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goal 2)
- AP4. New Cardio Equipment has generated excitement among the campus community. No additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able to purchase new types of equipment to diversify our offerings. No additional resources for 2017. (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain or better coaches. We will need to be willing to make retention adjustments to salaries where needed (Goal 3)

**How was this plan and results conveyed to your Division/Department?**
These plans and results were communicated at monthly staff meetings.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**2016 Auxiliary Annual Report**

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Auxiliary  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

**Specify your Division/Department Actions Priorities/Plans.**

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

**What are the Measures/Metrics used to assess effectiveness?**

- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottleneck caused confusion and customer dissatisfaction at each station as well as the checkout.
- AP2- Reduce overall cost to students.

**The process of assessment per Action Plan: How were the results assessed?**

- AP1- The meal equivalency start time was moved up to correspond to class scheduled time. This allowed customers to get in the Station sooner and reduced the backlog. Customer...
surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 year high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

How was this plan and results conveyed to your Division/Department?
- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation
- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.
2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all other course evaluations are conducted online. The instrument will be redesigned for Fall 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-
CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned and administered via an online system in Fall 2016.
4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services and Provost’s office to offer two academic recovery sessions during the first week of fall and spring semesters to all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation/warning with study skills, time management, goal setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (more than 3) courses with concerns are contacted by CAAR and invited to attend academic coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted. Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys, recovery plans, and academic standards will be distributed to each attendee at each workshop. Identify at least two students who have recovered from academic probation and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and meet with the student or send the student’s information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.
Increase the number of course sections offered for Spring 2017. Increase the number of students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor. Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.
1.2 Percent of MTW students emailed and count of follow-up coaching sessions.
2.1 A list of all FYS was shared with CAAR counselors and used to keep track of contacts.
2.2 A list of all Preview attendees for each session was used to keep track of audits.
3.1 Work group meets.
3.2 New instrument developed and implemented.
3.3 Percent of student completing evaluation measured.
3.4 Timeliness of results back to ORIE faculty/advisers noted.
4.1 Distribution of probation/warning documents to students. Student presenters identified.
4.2 Percent of students requiring assistance notified. Referral process complete.
4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.
5.1 Counselors hired.
5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with CAAR counselors. This is up from 3 FPS students from last fall.
1.2 100% of students receiving MTW were emailed (attached sample email). 48 students attended a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues
76 were not registered at the time of review
31 emailed for no credit-bearing math
54 emailed to confirm major (course selection indicated possible new major)
7 emailed for incorrect math course for major
20 emailed because schedule contained a course that would need added, swapped, or removed
3 emailed for ENGL 101 requirement
2 emailed for co-req or pre-req not met
5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 inquires were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted. Other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review former evaluation and to reorganize questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered during the first two weeks of December (closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11, 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR.
least 5 students visited CAAR such assistance. 65 PW students were referred to PASS leanrnir specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work: to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

1. CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved n keeping plan and encourage all counselors to record and categorize issues and interventions similarly. No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyoi first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F: support of college completion efforts. A portion of these enhancement funds were devoted to hiring CAAR academic Counselors. ( see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation
- ASN Targeted Interventions
- ORIE Course Evaluation 2168 - Results

2016 DVMT Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: DVMT
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Student Instructor Training Program:
The director and coordinator of instruction for DVMT 100 and DVMT 095 will redesign the student instructor online summer training program.

2 - Decrease Time to Degree for Math Level 0 Students:
Students who test at Math Level 0 are required to take DVMT 095. To help students prepare college level math before their first fall semester, the DVMT department will offer two sections of SOFI DVMT 095 during Summer 2016.

3 - Decrease Time to Degree for Math Level 1 Students:
Decrease the time it takes for DVMT 100 students to enroll in a college level math course by offering a SOFI DVMT 100 course in Summer 2017.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Online Training for Instructors: Add assignments related to test anxiety, study skills, test taking strategies, strengths, and course content.

2.1 - Offer Two Sections of SOFI DVMT 095: Develop course using My Math Lab

3.1 - Develop Online SOFI DVMT 100 Course: Condense semester course to a 6-week online course.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Training is developed and provided, Summer 2016
2.1 - Outcome: Two sections of DVMT 095 are offered for Summer 2016 SOFI students.

3.1 - Outcome: Course is developed and offered for Summer 2017.

80% of students who successfully complete DVMT 100 in Summer 2017 will enroll in a college level math course in Fall 2017.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Determine if training was developed and provided.

2.1 - Determine if 2 sections of SOFI DVMT 095 were offered. Compute pass rate.

3.1 - Determine if SOFI DVMT 100 course was developed and offered in Summer 2017. Compute the pass rate.

What were the results?
1.1 - Online training for DVMT student instructors was developed and administered Summer

2.1 - Two sections of SOFI DVMT 095 were offered in Summer 2016, with 19 students enroll 18 (95%) passed the course.

3.1 - The Online SOFI DVMT 100 course was developed for a 6-week course and offered for Summer 2017. Fourteen (14) students are enrolled. We will not be able to measure the results until the course concludes in August 2017.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based the results?
1.1 - The online training has been maintained for the current summer.

2.1 - Original plans called for offering two sections of DVMT 095 this summer. We determine one section would be sufficient, considering the reading and SAT scores of incoming student: Students with relatively higher SATs and reading levels (students who are more likely to be successful in an entirely online course) are invited to participate in the SOFI course each sur

3.1 - We will evaluate success and experience of the students taking the online DVMT 100 course this summer and determine if the course can be/should be altered or even continued.

How was this plan and results conveyed to your Division/Department?
All goals and outcomes of the DVMT program are reported in the PASS Annual Report.
Specify your Division/Department Goals Priorities.

**Strategic Goals**

**AY2016-2017**

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within the next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

**Specify your Division/Department Actions Priorities/Plans.**

**Strategic Plan Action Priorities**

**AY2016-2017**

Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process. **Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)**

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
   1. Ongoing.

0. Develop a dismissal procedure for the department
   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.
   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%. **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.
   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement activities to provide support for online students.
practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.


Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department’s action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.
What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN
   1. Waiting for CCNE approval by 10/31/2016
      1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
      2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

1. Goal Met- Recruitment in PA was added to the current marketing plan for execution AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

1. Goal Met – A dismissal policy was approved for the department of nursing and will be used starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through
12/31/2016 for MSN certification

1. **Goal Met - Ongoing**

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

1. **Goal Met – See action priority #11.**

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working-adult student friendly ways.**

**Recruit and retain diverse and talented faculty and staff.** *(Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)*

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. **Goal Partially Met – PIN approved; search committee in process for new hire.**

.7. Submit new faculty self-statement document.

1. **Goal Met – Document was submitted and approved.**

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.** *(Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)*

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. **Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.**

.9. Complete Program Review for FSU internal processes.

1. **Goal Met – Program review completed for the BSN program.**

!0. Submit AACN annual survey and CCNE substantive change document (if needed).
1. **Goal Met**

   **Other**

1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. **Goal Met – All submissions approved.** MSN submission will not be in effect until the new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in place for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned for the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

**Evidence, artifacts, and or back up documentation**

- [Department of Nursing](#)
- [Strategic Goals 2016_2017_09202016_FINAL](#)
- [Strategic Plan Action Priorities 2016_2017_09202016_FINAL](#)
- [Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017](#)

**2016 Disability and Support Services Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Disability Student Services
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Online Accessibility:** Through a TASTE presentation by the director of DSS, instructors of courses will understand accessibility issues associated with online courses.

2. **File Maintenance:**

   All DSS files will be reviewed and those confidential records older than 7 years will be destro
Specify your Division/Department Actions Priorities/Plans.
1.1 - Online Accessibility Presentation:
Prepare a TASTE workshop presentation

What are the Measures/Metrics used to assess effectiveness?
1.1 -
Outcome: Instructors of online courses will learn how to make content accessible as measured through the TASTE workshop evaluation.

2 -
Outcome: Files are culled.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Assessment conducted through results of TASTE workshop survey.

2 - Determination of files to be purged and shredded.

What were the results?
1.1 - Although about 20 faculty/staff attended the presentation, only 1 person responded to the survey; however, s/he indicated it was the most useful presentation s/he attended.

2 - Files were culled and documents shredded.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
We will continue to purge files as their "expiration" date comes up. Continuing to work on more efficient ways to track documentation and activity of DSS students. Currently working on developing a system to keep casenotes in PAWS as well as student’s status in the program. This system requires assistance from IT.

The only resource required is the work from IT.

How was this plan and results conveyed to your Division/Department?
Announced at PASS staff meeting and reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.
Specify your Division/Department Goals Priorities.
1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Increase coverage of surveillance cameras on campus and migrate all existing cameras to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?
AP1 - How many cameras were added, are they all on the enterprise system?

AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purchase surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.
Evidence, artifacts, and or back up documentation

[Image 97x731 to 108x742]
[Image 97x714 to 108x725]
[Image 56x674 to 67x685]

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Decrease the University’s turnover rate for salary and benefited positions so that the turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?
- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget.
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

The process of assessment per Action Plan: How were the results assessed?
- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?
- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased to 1.2%.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- For FY 2018 the University was not able to continue with the reduction in the turnover rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budget reductions played a factor in this decision.
AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and as the goal was attained. Resources were reallocated to meet this goal and a high level of priority was placed on the facility renewal of the campus.

**How was this plan and results conveyed to your Division/Department?**
- AP1 - Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of the budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

**Evidence, artifacts, and or back up documentation**

AP1
- Object 01 summary for WB book FY2016
- Object 01 summary for WB book FY2017
- Object 01 summary for WB book FY2018

AP2

**2016 Graduate Services Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Office of Graduate Services
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Enrollment:** To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. **Graduate Program Offerings:** Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

3. **Efficiency and Effectiveness of Support Services offered by OGS:** Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.
Specify your Division/Department Actions Priorities/Plans.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendley" application for admission
   h. Continue international recruitment efforts

2. Graduate Program Offerings:
   Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   a. Support new program development
   b. Coordinate the redesign of the M.Ed. Interdisciplinary program
   c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
   Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

   a. Develop and implement exit survey
   b. Coordinate the redesign of the online education survey
   c. Participate in the implementation and development of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

   a. Coordinate the transition of the reallocation of GA positions across campus
b. Coordinate the meet and confer meetings for GAs with administration
c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality
a. Participate in the USM Assessment Initiative
b. Participate in GLAAG
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase). **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs.

**Measures: Number of new graduate programs, certificates, or new delivery formats**

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

**Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

**Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report**

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

**Measures: Student Survey Data and 6 year Graduate Rates**

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 and an overall increase in enrollment over the past three years. This is primarily due to th
large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017. (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
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**Marketing**

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<tr>
<th>Action</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
</tbody>
</table>

**Website redesign**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
</tbody>
</table>

**Increased Graduate Fair Recruitment Events**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
</tbody>
</table>

**Webinars**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td>Sample Registration report</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.</td>
</tr>
</tbody>
</table>

**International**

<table>
<thead>
<tr>
<th>Action</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>International</td>
<td>Developed and New</td>
<td></td>
<td>Revise agreement and</td>
</tr>
</tbody>
</table>
Student Initiatives implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.

Support New Program Development and Program Redesign

See Goal 2 Report

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
</tr>
<tr>
<td>Support MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td></td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td></td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Survey Data, Assessment of fall and spring 2017/18 enrollment data and develop student satisfaction survey, Implementation Announcement and survey to assess Academic Calendar satisfaction with the new model, New Goal next year.</td>
</tr>
</tbody>
</table>

### 3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey**: Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services nor did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey**: The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx**: The goal was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Supporting Survey Results</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented</td>
<td>Analysis of data to be</td>
<td>completed in fall and shared with stakeholders. Data will be shared with Graduate</td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Graduation.</td>
<td>completed in fall and</td>
<td>Council, Program Coordinators and Deans for discussion of next steps for development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>shared with stakeholders.</td>
<td>of improvement plan in each program as appropriate.</td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring</td>
<td>Survey, DEAG Meeting</td>
<td>Pilot data collection is in progress and will be compiled, analyzed and shared with</td>
</tr>
<tr>
<td></td>
<td>2016. Implemented Summer 2017 as</td>
<td>Minutes</td>
<td>DEAG for survey design finalization in fall. Data will also be used to develop</td>
</tr>
<tr>
<td></td>
<td>pilot. Data collection is in</td>
<td></td>
<td>recommendations to the Provost for Improvement of Online Education as well as Deans</td>
</tr>
<tr>
<td></td>
<td>progress until the end of the summer</td>
<td></td>
<td>and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard</td>
<td>See Baseline dashboard.</td>
<td>Continue progress on development of graduate enrollment dashboards. Move goal to next</td>
</tr>
<tr>
<td></td>
<td>developed</td>
<td></td>
<td>year.</td>
</tr>
</tbody>
</table>

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which did not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide an opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Graduate catalog is a 2017/18 task.</td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
 Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.
1. Established a student social club (The Dead Poets Society) that met weekly; actively managed a departmental Facebook page; met with calculus classes in local area schools; participated in Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491; encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mathematics conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assessment instrument and facilitated the assessment for both Fall 2016 and Spring 2017.
What are the Measures/Metrics used to assess effectiveness?
1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

The process of assessment per Action Plan: How were the results assessed?
The department had no formal process of assessment in place for any of the goals aside from (5).
See next section (Results) for additional details.

What were the results?
1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategies such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts have impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Models and Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduate research conference at James Madison University where one of our students presented his research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish learning outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra and MATH 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with our assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical and Quantitative Reasoning assessment and align it with the established assessment rubric. The assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1. The department will continue to support the Dead Poet Society this coming year; will have used some department funds to purchased promotional items such as stickers, water bottles, and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation to research events.
3. Continue to build expertise in department with the goal of hire students to support 3D printer efforts; encourage student to incorporate 3D printer in research.
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitative Reasoning.

How was this plan and results conveyed to your Division/Department?
Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, and conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroom studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Chamber Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:

- Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC from the major ensemble list.
- Specify that only courses in which you earn a C or better will count towards satisfaction c
requirements for the major and the minor. (The current listing only specifies the major.)

- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evaluation so each unique sophomore evaluation should be listed separately in the description of each track/concentration.

Specify your Division/Department Actions Priorities/Plans.

Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern region the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state conducting festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz bands attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high school students participated in clinics, rehearsal and a performance at FSU.
- James Reddan and Brent Weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jazz Society which hosted the JAM weekend in April, 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to create fresh, eye-catching posters for every event. They also sent out postcards to individuals in the region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reconnect with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Concert in the Fall and President's Concert in the Spring. Donors were invited to attend the concert for free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the action priorities.
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from the
What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed results based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacted university expressing interest in music. She then distributed this information to the instructor specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017 and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.
What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Department which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information from Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxophones, flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes did not appear in the catalog due to oversight by the previous chair. We are currently working to rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expand them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated to align with FSU's Strategic Plan and our plans for the future. The Music Department will renew efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Music Department budget and friends of music fund. New instruments and equipment in Pealer Hall is a priority and we will view avenues to purchase these items. Reallocation from the department budget may be possible due to savings from reduced Stage Crew salaries. We are also increasing the budget for marketing materials so reach a greater audience and move us into the 21st century.
How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Part-Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Gender Equity Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

The process of assessment per Action Plan: How were the results assessed?

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

How was this plan and results conveyed to your Division/Department?

Evidence, artifacts, and or back up documentation

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology’s effectiveness and efficiency through business process
improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr
improvements.

Specify your Division/Department Actions Priorities/Plans.

**Action Priority 1:1** – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

**Action Priority 1:2** – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to deter greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

**Action Priority 1:3** – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

**Action Priority 1:4** – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar’s Office to implement a service for students to order and transcripts electronically.

**Action Priority 1:5** – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

**Action Priority 1:6** – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

**Action Priority 2:1** – Promote data-informed decisions by implementing data analytics and
warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.


**Action Priority 2:2** – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

**Action Priority 2:3** – Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

**Action Priority 2:4** – Evaluate Customer Relationship Management (CRM) technologies with enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate C opportunities.

**Action Priority 3:1** – Augment the university’s Learning Management System with additional tools to better learning outcomes and the needs of learners.


Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 – An Enterprise-wide SMS solution for communications.

**Action Priority 3:2** – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium’s (OLC) quality scorecard criteria to verify university compliance and support for online programs.

**Action Priority 3:3** – In conjunction with Disability Support Services, develop and Implement Accessibility and Usability Guidelines for courses that utilize the university’s Learning Management System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of design courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us
requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

**Action Priority 3:4** – Provide the technology and support needed to create reliable and effective classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classrooms convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

**Action Priority 3:5** – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies as needed.

**Action Priority 3:6** – Work with faculty and students to select learning management systems (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

**Action Priority 4:1** – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic 4:1:2 – Address network connectivity options at business continuity site.

Tactic 4:1:3 – Test complete failover to business continuity site using existing technologies and/or implement new technologies to allow for full test.

Tactic 4:1:4 – Perform a documented review of the security controls at the Hagerstown disaster recovery site and evaluate how the FSU network segment and the stored data are protected.

**Action Priority 4:2** – Develop security awareness program and training for campus community.

Tactic 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all faculty and staff.

Tactic 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to further educate users.

**Action Priority 4:3** – Develop and update standard IT policies.

Tactic 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit
requirements. This includes creating new policies as well as updating existing policies to meet standards.

**Action Priority 4:4** – Implement measures to protect confidential information from disclosure.

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annually.

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on an annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply with security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

**Action Priority 4:5** – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are removed for all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabilities through program updates, anti-virus enhancements, and software restrictions.

**Action Priority 4:6** – Strengthen the University’s policies for controlling passwords and accounts.

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.


Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessment, documentation, and physical security mechanisms.

**Action Priority 4:8** – Explore 3rd-party solutions to increase security for users with access to critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.
Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

**Action Priority 5:1** – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.


Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

**Action Priority 5:3** – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

**Action Priority 5:4** – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

**Action Priority 5:5** – Create centralized data and document repository for IT documentation and configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration information.


Tactic 5:6:1 – Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty timesheets.
**Action Priority 5:7** – Establish IT metrics to measure effectiveness of continuous improvement.
   Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.
   Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.
   Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

**Action Priority 6:1** – Implement a secure web infrastructure for internal use.
   Tactic 6:1:1 – Create campus workgroup to evaluate portal options.
   Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.
   Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

**Action Priority 6:2** – Provide technology infrastructure to increase physical safety.
   Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.
   Tactic 6:2:2 – Deploy e911 on phone system.

**Action Priority 6:3** – Improve internet bandwidth and redundancy.
   Tactic 6:3:1 – Increase internet bandwidth to campus.
   Tactic 6:3:2 – Increase bandwidth of backup internet connection.
   Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.
   Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

**Action Priority 6:4** - Improve website infrastructure and reliability.
   Tactic 6:4:1 – Implement a new content management system to provide better support to users.
   Tactic 6:4:2 – Update technology used to run and maintain website.
   Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

**Action Priority 6:5** – Replace unsupported software and services.
   Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

**Action Priority 6:6** – Deploy critical services to cloud-based services.
   Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.
   Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.
   Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.
Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

**Action Priority 6:7** – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit waste.

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

**What are the Measures/Metrics used to assess effectiveness?**

1. Number of students, faculty, and staff using new platform.
2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.
2. The time to process manually vs. the automated process.

**The process of assessment per Action Plan: How were the results assessed?**

**What were the results?**

1. Over 5,000 users have downloaded the new FSU app to their mobile device.
2. 79% of all mobile app traffic is generated from return visitors. This indicates users see value in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to less than 1 hour per week.
2. Accounts are now processed every hour. Before the automation was created, accounts were processed once a day.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

1. The mobile application software was purchased by eliminating the previously used software...
since it was not being used. This also resulted in additional savings that was redirected to other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not have to wait as long for their accounts to be created.

**How was this plan and results conveyed to your Division/Department?**
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds annual meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

**Evidence, artifacts, and or back up documentation**
- Goal1
- CollegeSchedulerScreenShotUsage
- Goal2

**2016 Political Science Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Political Science
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Specify your Division/Department Actions Priorities/Plans.**

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

**What are the Measures/Metrics used to assess effectiveness?**
With regard to restructuring the POSC capstone course, the key metric will be whether or not changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or not...
new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metric will be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

**The process of assessment per Action Plan: How were the results assessed?**

With regard to restructuring the POSC capstone course, we will assess whether or not the changes to the capstone course have been accepted in the governance curriculum change committee.

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our new assessment plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, we will simply assess the numbers of students participating in those programs to see if they have increased.

With regard to increasing POSC major enrollments, we will simply measure the number of POSC majors to see whether those numbers have increased.

**What were the results?**

With regard to restructuring the POSC capstone course, we will complete our decision-making on the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of the new plan and will submit it to the CLAS Assessment Committee during the coming academic year.

With regard to increasing participation in POSC and LASO internship programs, we did note an increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments but we will continue to measure during the coming academic year.

**How have the results impacted operations (if at all) including 1) What is the focus**
the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning objective and we will have to develop assessment exercises for that new objective. We will also be creating common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote more departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time and effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first department meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Programs Advancing Student Success Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Fully Implement PAL Program:
The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop skills to meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and conduct workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social science and humanities courses and other areas not covered by tutoring services.

2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on academic probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assistance in developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes and have not transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should complete their credit-bearing math and freshman composition classes within their first 24 credits.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Develop Program in Cumberland Hall:
Train PALs
Create welcoming space in basement
Coordinate programming with RAs

1.2 - PALs in Pullen:
Train PALs to encourage regular appointments with students with midterm warnings
Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:
Run queries to identify students who have not taken math or ENGL 101.
Coordinate with CAAR office to prepare email messages to students and their advisors advising them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Number of students who participate in the program and their academic standing after fall and spring semesters will be measured. We will compare the GPAs and number of credits earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester GPA for students on AP/AW as well as the number of students who are removed from AP after meeting with learning specialist or participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and English requirements within their first 24 credits.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Comparison of GPAs and number of credits earned between students who do and do not participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met with learning specialist or academic counselor and/or PAL; determine number of those students who were removed from AP after that semester.
3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 101; email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.

**What were the results?**

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an average of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) earned an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 students (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good academic standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the following semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic standing; 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on AP for the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from AW); 5 (23%) continued on AP; and 7 (32%) were academically dismissed. Most of the 22 students only met once with a learning specialist.

43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollment; 92 students with 24 or more credits did not have college level math credit or enrollment, but were enrolled in a DVMT class - 55 still needed a math course.
Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollment; 20 students with 24 or more credits still needed a college level math course - not including students enrolled in a DVMT class.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to reside in the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORIE classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year’s students to help - especially the stat concerning the high rate of academic dismissal and the fact that very few students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings reqi of those students and via targeted email messages. If more of those students take advantage of tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.

No resources will be allocated or redistributed.

**How was this plan and results conveyed to your Division/Department?**

1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.
3.1 - Information shared with CAAR.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Special Academic Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Special Academic Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal 1-Improve safety, security, and crowd control at commencement

Goal 2-Restructure commencement ticket processes/allotments and rehearsal

Goal 3-Address faculty concerns of summer internship pay scale

Goal 4-Seek new software system for athletic eligibility

Specify your Division/Department Actions Priorities/Plans.

Goal 1
- Attend North American Association of Commencement Officers (NAACO_ conference in February to obtain strategies for safety and crowd control that have been used by other institutions
- Work with campus police and commencement committee for input on ideas and concerns
- Continuously assess each ceremony to determine if level of security/crowd control measures are sufficient

Goal 2
- As always, review previous commencement notes on topics that need improvement
- Continue working with Melanie Lombardi on rehearsal video (in progress)
- Consult with Rachel Farris/University Store, Jodi Ternent/Registrar’s Office on their thoughts and improvements to the process
- Attend North American Association of Commencement Officers (NAACO_ conference in February to obtain ticket systems and rehearsal formats
- Implement ideas obtained

Goal 3
- Identify the specific areas of concern
- Consult Provost on how to proceed with any changes, if found necessary
- If changes made to internship pay scale, update Summer Policy Guide

Goal 4
- Identify what we (myself and all athletic coaches) are looking for as far as improvements priorities in rosters, athlete detail pages, and overall athletic eligibility process
- Work with Reid Bluebaugh and necessary IT staff to find appropriate, yet cost effective solution
- Provide training for coaches once software has been implemented

What are the Measures/Metrics used to assess effectiveness?
Goal 1
- Visual and experiential assessment at December and May's commencement ceremony, observation of any issues that arise or overcrowding

Goal 2
- Observe quantity and frequency of graduate questions, calls, and emails and requests for extra tickets

Goal 3
- Assess faculty satisfaction

Goal 4
- Poll showing athletic coaches preferences and dislikes/likes of current software and wants and needs of new software

The process of assessment per Action Plan: How were the results assessed?
Goal 1
- Visual and experiential assessment at December and May's commencement ceremony, observation of any issues that arise or overcrowding

Goal 2
- Observe quantity and frequency of graduate questions, calls, and emails and requests for extra tickets

Goal 3
- Assess faculty satisfaction
Goal 4

-Poll showing athletic coaches preferences and dislikes/likes of current software and wants of new software

**What were the results?**

Goal 1

-Because of overflow Lane Center location, limited ticketing, improved signage, adjustment in seating, decrease in allowing extra ticketing, overcrowding, particularly in the May ceremony (largest ever at FSU) was not a problem and was noticeably less crowded. Because of banning strollers and backpacks, safety and security was improved and there were no reports of suspicious incidents.

Goal 2

-Noticeable reduction in calls and emails about tickets and questions about graduation in general. Rehearsal video posted online for students unable to attend in-person rehearsal. Steps made (mascot, etc.) to "perk up" the rehearsal experience.

Goal 3

-No inquiries or complaints from faculty and no changes were made due to change in Provost desire to have a discussion about this at a later date with new Provost to assess what adjustments (if any) need completed.

Goal 4

-Gathered suggestions through minor issues and experiences throughout the academic year as the coaches and I went through the athletic compliance process (entering rosters, etc.) and track of procedures that could be enhanced by new software or at least updates to the current software. (Example: restructuring the "rollover" process for rosters)

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

Goal 1

We plan to use the same processes in hopes of the same results and the only resources allocated for this were for a few additional signs that we had printed.

Goal 2

-Because of reduction in calls and emails about tickets and questions about graduation in general, additional work time was allotted for other actions. Some changes may be made to existing graduation rehearsal video. No cost for the rehearsal video and resources were saved because we had less tickets printed.
Goal 3
-Plan is to discuss with Provost if she feels pay scale is fair, specifically the internship scale. No resources used or reallocated in the goal.

Goal 4
-Impacted operations only in that I was aware as issues occurred in athletic rosters/process that I needed to be cognizant of assessing and keeping track of them as they occurred. Plan compile these issues and suggestions of coaches in preparation for seeking new software. No resources used.

How was this plan and results conveyed to your Division/Department?
Reviewed with Christie Bohn (Admin. Assistant) and will be reviewing at meeting this week with Dr. Throop.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Student Support Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service the program. The staff chose to intensify the services they were providing to transfer students offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue to meet transfer students individually and use the checklist they developed to make sure transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year’s usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall
Visit ORIE sections and AP meetings
Strategically use access to student email
Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.
3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use TutorTrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16.

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only withdrew from the class.
For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**

Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**

No items to display.

### 2016 University Police Annual Report

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** University Police  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.

**Specify your Division/Department Actions Priorities/Plans.**

- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC’s) for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2)

**What are the Measures/Metrics used to assess effectiveness?**

AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evidence officer involved cases and demonstrate transparency of the department.
AP 2 - The number of individuals fingerprinted and the ration of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

**The process of assessment per Action Plan: How were the results assessed?**

AP 1 - We successfully procured the BWC's, developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive of the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 923 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

**What were the results?**

AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an officer's conduct. In that case a review of the contents of the captured BWC video resolved the issue. Following implementation of the BWC program newspaper articles were published in the local university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Live Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. Personnel costs are offset by the administrative fee charged for the service. Students now are able to have their required prints taken on site for the several programs which require them.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostburg Community Coalition. Additional BWCs and associated hardware and software were supported financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant have been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required of the program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employees sign up to fingerprint those with an appointment. This program will continue into the future.

**How was this plan and results conveyed to your Division/Department?**

FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bottom up goals to be pursued and command staff vet ideas through the patrol force to assess viability and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly.
we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

- AP 1
- Special_Order_No_59
- Special_Order_Index

2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU's General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS...)
2. **Develop and pass through governance a revised philosophy major curriculum**

Supporting

- **PHIL Strategic Goal #1** (Be recognized a center of excellence for critical thinking and ethics education)
- **PHIL Strategic Goal #3** (Recruit, retain, and graduate more undergraduate philosophy majors)
- **CLAS Strategic Goal #2** (Enhance student recruitment and retention efforts)
- **CLAS Strategic Goal #3** (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

Supporting

- **PHIL Strategic Goal #3** (Recruit, retain, and graduate more undergraduate philosophy majors)
- **CLAS Strategic Goal #2** (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- **PHIL Strategic Goal #4** (Reestablish and strengthen connections with graduates of the philosophy program)
- **PHIL Strategic Goal #6** (Build relations...that enhance the quality of life for our communities)
- **PHIL Strategic Goal #7** (Obtain the...resources necessary to support the Department’s mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205**

Supporting

- **PHIL Strategic Goal #2** (Improve the learning experience for students and the teaching...
experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department's mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

**What are the Measures/Metrics used to assess effectiveness?**

See Results below

**The process of assessment per Action Plan: How were the results assessed?**

See Results below

**What were the results?**

*Philosophy Department Report on Action Priority Outcomes (2016-17)*

Submitted: July 19, 2017

*Philosophy Department Strategic Goals (2016-2020)*

**Over the next five years, the Philosophy Department aims:**
1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

**Philosophy Department Action Priorities (2016-17)**

To advance its mission and achieve its strategic goals, the Philosophy Department

1. **Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program**

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program. This initiative involved the following actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize the notion of critical thinking and to create a rubric instrument (see supporting material);
- Holding multiple calibration (“norming”) sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment results (“closed the loop”);
- Assisting in writing the final report on the university’s assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost’s Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from the Provost’s Office and Office of Assessment and Institutional Research (see supporting materials).
2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
   1. Philosophy Major
   2. Philosophy Minor

2. New Courses
   1. PHIL 100 Critical Thinking
   2. PHIL 310 Classics of Western Philosophy
   3. PHIL 498 Practicum in Philosophy

3. Number Changes for Existing Courses
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic

4. Change of Catalog Descriptions
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic
   3. PHIL 492 Internship Project in Philosophy

5. Delete Courses
   1. PHIL 202 History of Philosophy: Ancient and Medieval
   2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department’s faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program’s regularly scheduled academic program review (2015), 2) the philosophy program’s ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association’s Statement on the Philosophy Major, which serves as the program’s primary external benchmark.
3. Establish a scholarship for philosophy students

Supporting
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Student Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (University Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting
- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

Status: On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closely with the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting
- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major obstacle to the success of the philosophy program. These shortcomings inhibit instructional effectiveness and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technology resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations to Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. She acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout the year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so on.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

7. Organize intellectually and socially engaging co-curricular and extra-curricular
Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Completed

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philosophy at West Virginia University. (October 25, 2016) Over 100 members of the campus and local communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization of American police forces. (November 9, 2016) For this event, the Philosophy Department collaborated with FSU’s Law & Society Program and the Allegany County MD NAACP Chapter. See supporting material.
- Philosophy student Michael Bartholomew presented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein, Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the campus and local communities attended, including members of the Ethics Committee for the Western Maryland Health System. For this event, the Philosophy Department collaborated with FSU’s Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake News, and Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated with faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU’s Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2017) See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers at the CLAS Undergraduate Research Symposium. (May 5, 2017) Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. (May 24, 2017)

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

See Results above.

How was this plan and results conveyed to your Division/Department?

The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.
At every monthly departmental meeting throughout the academic year, department members reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from department members. The final draft was distributed to department members.

**Evidence, artifacts, and or back up documentation**

- 2016-17 PHIL Annual Report Supporting Material
- Action Priority 1
  - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
- Action Priority 2
  - 2017 PHIL 1 Proposal
- Action Priority 3
  - 79392_Philosophy Department Scholarship DRAFT_12-2016
- Action Priority 6
  - Humanities Center
- Action Priority 7
  - Cerbone Forum Poster
  - Do Not Resist Poster
  - Spring 2017 PHIL Forum

**2016-2017 College of Education Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** College of Education  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the College. (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

**Specify your Division/Department Actions Priorities/Plans.**

- *Student Recruitment and Retention Efforts* - The COE Dean requested each department develop a plan...
to recruit and retain candidates.

- **Analyzing Existing Programs** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.

- **Promote Activities of Educational Distinction** - The COE Dean provided funds to support distinguished initiatives.

- **Recruit and Retain Diverse and Talented Faculty and Staff** - The COE Dean approved search committee and efforts to recruit new faculty positions that promoted diversity and professional distinction.

- **Expand and Develop Educational Initiatives for Western Maryland, the Region and State** - The COE Dean requested Departments provide information on ways to support new educational initiatives.

**What are the Measures/Metrics used to assess effectiveness?**

- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators’ progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

**The process of assessment per Action Plan: How were the results assessed?**

- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator's identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

**What were the results?**

- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide an update on this past year's efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to provide urban and rural experiences and expand cultural competency through the development of micro-credentials. Two modules will be implemented in the fall of 2017.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.
**Expand and Develop Initiatives** - Measure: See departmental strategic plans.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**

The focus for the upcoming year’s plan will be to increase enrollment, search for diverse faculty and staff when new positions are approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse experiential learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in the college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education programs.

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiatives in the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland Heritage Areas Program.

Funds will be allocated for recruitment efforts both at the College level and through department funds.

**How was this plan and results conveyed to your Division/Department?**

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at the August 2017 retreat for college faculty members’ feedback.

**Evidence, artifacts, and or back up documentation**

No items to display.

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**2016-2017 Department of Kinesiology and Recreation Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Kinesiology
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
Goal #3 Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)

Goal #4 Implement strategic space utilization plan to better serve component programs of College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement of recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.
1.1.2 Identify strategies for recruitment and retention of quality students.
1.1.3 Implement the strategies
1.1.4 Evaluate success of strategies implemented
1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students to promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.
1.2.2 Develop or update Student Handbooks for each program to meet that program’s mission and vision.
1.2.3 Establish collegial support to develop consistent policies and procedures across programs where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.
2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in order to address market needs.

**Goal #3 Priorities and Action Items**

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

**Goal #4 Priorities and Action Items**

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

**Goal #5 Priorities and Action Items**

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff positions.

**Goal #6 Priorities and Action Items**

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.
What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1
Metrics:
1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2
Metrics
1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1
Metrics
1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1
Metrics
1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1
Metrics
1. Summarization of utilization chart for academic spaces.

Priority 5.1
Metrics
1. Review student evaluations of candidates.

Priority 6.1
The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and the department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1
The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise and Sports Science program has received initial accreditation this summer.

Priority 3.1
Our faculty engage student in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1
Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically towards achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on the results reported here.
The department will work on finalizing its strategic plan and effectively implementing the action items identified.

**How was this plan and results conveyed to your Division/Department?**
All the faculty in the department are aware of the draft strategic plan. The faculty know that the plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

**Evidence, artifacts, and or back up documentation**
Award Letter

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**2016-2017 Lane University Center Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Lane University Center  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

* **SCI Department Goal 1**  
  SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.  

* **SCI Department Goal 2**  
  SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.

* **SCI Department Goal 3**  
  SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

**Specify your Division/Department Actions Priorities/Plans.**
Goal 1, LUC Action Priority 1
LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1:
- LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.
- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employment and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1:
LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

Goal 2, LUC Action Priority 2:
- LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.
- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate a need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

Goal 3, LUC Action Priority 1:
Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.
with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.

- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

**The process of assessment per Action Plan: How were the results assessed?**

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employment and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will assess patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.
Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability; conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability; conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Current Student Employees indicate a need for focused development of transferable skills along with professionalism, customer service, and leadership development, which was concurrent with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the area, the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area...
was identified for maintenance, updates, and repair of the Fitness Center.

**Goal 2, LUC Action Priority 2:**

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

**Goal 3, LUC Action Priority 1:**

As EMS is a critical campus-wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year-long examination and review of operations.

A post-event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

**Goal 1, LUC Action Priority 1:**

Results from the research and review of sister institutions indicated a strong need for a formalized student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human – for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in the form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to sup...
lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportunity to participate in training opportunities to further their success in their current position and to position yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing student employees for the human resource processes they will encounter as they enter the workforce.

As part of the SEE Program research and planning process, a blended model of student employee training has been selected and is slated for implementation starting with the fall 2017 semester. This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job training recurring developmental opportunities throughout the academic year, the SEE Program represents a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this program. This process includes four instruments delivered prior to the Virtual Training, prior to in-house training, after in-house training, and at the end of the academic year. The collection of this data over the 2017-2018 fiscal year will allow for a review and revision of the training program to meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016–2017, assessments were conducted with regard to the AstraZeneca Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as overall usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Game Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resources, reallocation of XXX in funding was made for the repair of equipment in the area combined with XXX in funding allocated for preventative maintenance endeavors. Additionally, based on user feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.
**Game Room:**
An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.

**Goal 2, LUC Action Priority 2:**
Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

**Goal 3, LUC Action Priority 1:**
As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practice need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources.
(approximately $6,000) in staff salaries. This individual’s efforts in incorporating billing, setup diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as the SCI management team following the development of the action priorities. The results are being communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic year the plan has been referenced at various stages in the development, implementation, and results period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017 Department of Educational Professions Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
1. Develop, analyze and maintain a department strategic plan for recruitment and retention.
1.2 Maintain and expand a Department Advising Center to assist with student retention.
1.3 Analyze department policies and procedures to determine activities that will allow for
continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success in field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analyzed by faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, and recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?

1.1 Data collected on R&R activities via surveys (advising center users, open house/reception attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through of improvement plans and contracts in both the field and coursework.
2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per prc and identification of appropriate methods of gathering impact on students (survey, assignmec etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in s utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sk with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation result: collected on a yearly basis for all new faculty. The chair develop faculty improvement plans v individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates sul for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical and Field Experience, with shared policies and assessment tools for all initial certification prograr The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will | returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w
to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based the results?**

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustments will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

**How was this plan and results conveyed to your Division/Department?**

The plan was developed and reviewed with faculty at the start of the 2016-2017 academic year.

**Evidence, artifacts, and or back up documentation**

No items to display.

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### 2017 History Annual Report

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** History
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1: **Assessment**

Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: **Collaboration**

Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: **Professional Development**

Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: **Staffing**

Address critical staffing needs.

5: **Facilities**

Maintain and improve classroom facilities.

**Specify your Division/Department Actions Priorities/Plans.**

1a: **Assessment Rubrics and Procedures**
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialties new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction I World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.
The process of assessment per Action Plan: How were the results assessed? See Results below.

What were the results?

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students
A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean’s Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University’s undergraduate journal of historical research) fall.

**4a: PIN Conversions**

We submitted pin conversion requests for N. Schuster and M. Wehrman.

**5a: Replacing Antiquated Furniture**

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

**5b: Updating Audio-Visual Equipment**

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

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**Brady Health Center 2016-2017 Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]

**Providing Department:** Brady Health Center  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

**Specify your Division/Department Actions Priorities/Plans.**

1.1 100% of international students will complete all required health and immunization screenings by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus
1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?
1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

The process of assessment per Action Plan: How were the results assessed?
1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood test result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening either negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) or negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record which then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on account to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and click solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"
3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?
1.1 Fall 2016 had 98% of International students completing all required health and immunization screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end of Fall semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents and also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their progress after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page still has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor with doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior Health Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Spring; one Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1.1 International student compliance with health and immunization screening is always a priority due to the risk of communicable disease transmission on our campus from a student arriving from a high risk country. J-1 visiting scholars are now added to the group who are screened at the recommendation of the Center for International Education and the health center board of directors

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional hours to the nurse to be out of the clinic for presentations. Also hired new contractual dietician with more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for required health information as well as attend Freshman orientation as previously done every summer. Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be consider
2.2 We will continue to encourage IT to move our new web page to live production as well as continue to update and make changes as indicated by staff, student and parent input.

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center.

3.2 Athletic training students are still planning to observe in the health center and there should be sophomores and seniors again then next year only sophomores will be observing.

**How was this plan and results conveyed to your Division/Department?**
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in January 2017; annual report provided to VP of Student Affairs.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**College of Liberal Arts and Sciences**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** College of Liberal Arts and Sciences  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including K­12 outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

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**Specify your Division/Department Actions Priorities/Plans.**

1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician’s Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.

2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

**What are the Measures/Metrics used to assess effectiveness?**

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

**The process of assessment per Action Plan: How were the results assessed?**

1.a. Planning is continuing for the program.

1.b. Planning is continuing for the program.

1.c. Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. Numbers of students in the Sustainability minor were tracked. Sustainability projects such as Frostburg Grows were assessed for effectiveness.

3.c. Numbers of participants in several CLAS activities were tracked as well as numbers of activities.
3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SGLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for 16 projects. Strategic Plan Support Funding Program received 24 outstanding application totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the project CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of the fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit
mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?

Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation

No items to display.
**Progress:** [You do not have access to view this field.]

**Providing Department:** Biology

**Responsible Roles:** [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6 - Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.

Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers by consulting with students and colleagues in the field.

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.

Action priority #6 - Develop a modified evaluation instrument through open discussions at both a committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?

Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers
Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Number of meetings/discussions devoted to this topic.

Metric for Goal #6 - Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way through the year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals
Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons to Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this topic at Dept. meetings.

Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where each should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?

This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation

No items to display.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library’s strategic plan. Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-­yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?
G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.
G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:
- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:
- The completion of the final phase of a three-year collection development project to inventory the Library's circulating monograph collection in June 2017;

The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since it is also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and:

The measures/metrics used to assess effectiveness: a. The current or proposed focus of curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the course catalog, and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:
- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage;
order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hosted in collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, under the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodomo researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does it need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project aids the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start of the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour session
Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Mine images; worked closely with the administrators overseeing the College of Education's Ed.D program to develop and implement procedures for the final review and approval of Ed.D students' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initiative to support the Library's successful introduction and initiation to having it's own IR space in MD-SOAR. Anna also coordinated and provided hands on leadership in fully digitizing a three-volume public title related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU's historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and co! changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b.
annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users’ interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map.
Collection, a digital collection of over 700 historical maps of local coal mines.

- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, and other professional development events.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (August 2016) and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership. FY 2017 is no exception to this history. Numerous opportunities are presented annually for library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functions of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, students, and staff.
and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library’s participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News*, *Frostburg Herald,* and the *The Frostburg Spirit.* Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of our cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library’s Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics:
additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Librarian encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until a winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsoring an open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunch sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty from the two departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

**What were the results?**

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.
In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. We also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than a suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collec...
as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library’s digital archives and collections; including an in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library’s digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library’s materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017 with an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff fi
was important to provide FSU students with the same quality and level of technology they had access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for the Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for the committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

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- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess
Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, and other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt, to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries in August 2016 and 5 staff members, also including faculty and non-exempt, to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership. FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI committees and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair of CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Shc Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical
services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

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Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of librarian liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in-depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success and learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collection. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need to be deselected from our holdings. This process, the procedures for which are already in place, need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the other responsibilities. Work priorities remain the same for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary.
necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional costs in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work in teams an average of four two-hour shifts per week for eight weeks in the summer - June and July. This is equivalent to one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library’s digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library’s budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from publishers and vendors, based on current cost and the 7% increase for inflation. As stated elsewhere, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library’s operating budget must be redistributed to cover the subscriptions. Since the Library’s operating budget does not increase, an increase in the funds allocated to pay for periodicals results in a necessary decrease in the funds allocated to academic departments to support monographs to support their curriculum and research. In FY 2017, as reported in the results, the Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library’s group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library’s operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library’s operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

No additional resources have been allocated in order to conduct this activity other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid for from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 were spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometimes resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library’s P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Publications FY17 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]
**Specify your Division/Department Goals Priorities.**
To promote the successes and needs of the University through increased visibility and engagement within the community.

**Specify your Division/Department Actions Priorities/Plans.**
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production
   - Streamline catalog editing procedures
     - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
     - Produce undergrad catalog utilizing new procedure
5. Begin preparing fundraising campaign materials
   - Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:
Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
Campaigns started mid-October, concluded June 2

- 128,191 emails sent
- 23% open and 23% clicks

3. Inauguration materials:
   - An attractive and coordinated set of materials was created including invitation package, evites, Save the Date postcards, programs, signage (some in compressed time) and on time.

4. Undergrad catalog production:
   - Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:
   - Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Impact on operations and focus for upcoming year:

1. Website:
   - Because the site has been launched, CommMedia staff involved with the creation of the site (design of site, design and creation of all new marketing pages - content, images and design) can focus time and efforts on regular responsibilities.
   - We can move forward with helping to build or migrate our own division's web pages.
   - Marketing & Branding funds used for web content writing can be reallocated to other marketing efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platform that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,000 saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundant efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as the campaign revs up.

How was this plan and results conveyed to your Division/Department?
Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia at monthly staff meetings.

**Evidence, artifacts, and or back up documentation**

- Academic Program page checklist
- Marketing Page Tracker

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**Frostburg Strategic Goal #5: Promote activities that demonstrate the University’s educational distinction.**

- **Start:** 7/1/2012
- **End:** 6/30/2017
- **Progress:**
  - **Providing Department:** Frostburg
  - **Responsible Roles:**

**Related Items**

- **3.1: Student learning preparation.**
  - **Start:** 7/1/2016
  - **End:** 6/30/2017
  - **Progress:**

**Action Priority**

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - **Unit:** Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - **Unit:** Academic Affairs in collaboration with other Divisions

**Providing Department:** Academic Affairs

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

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**2016 Academic Affairs Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Academic Affairs
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Master Goals:**
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment through benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and
application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions

  4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

**What were the results?**
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
• Results: Center for Teaching Excellence-see attachments.

• Facilitate and support continuous improvement of campus learning environments.
  
  o Unit: Provost, Dean, Library Director
  o Results: Due to interim positions no significant progress.
  
  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

  • Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
    
    o Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
    
  • Results: See General Education Program Report
  • Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    
    o Unit: Academic Affairs in collaboration with other Divisions
    o Results: See other college/department results.

  4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

  Action Priorities:

  • Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    
    o Unit: Provost, Deans, Department Chairs
    o Results: Completion of Program Review
    
  • Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    
    o Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
    o Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population.
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success.
- EHSC Building

3.a.: **Encourage and support faculty implementation of experiential learning.**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

- **2016 Department of Nursing Annual Report**
  - **Start:** 7/1/2016
  - **End:** 6/30/2017
  - **Progress:** [You do not have access to view this field.]
  - **Providing Department:** Nursing
  - **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Strategic Goals**

**AY2016-2017**

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic...
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum
Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

.7. Submit new faculty self-statement document.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1, #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)
.8. Implement the new systematic evaluation plan in fall 2016.
   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
.10. Submit AACN annual survey and CCNE substantive change document (if needed).

**Other**

.11. Submit undergraduate and graduate catalog changes as needed.
   1. MSN Practicum courses
   2. New general education and/or BSN courses
   3. All MSN course descriptions

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**What are the Measures/Metrics used to assess effectiveness?**

The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

**The process of assessment per Action Plan: How were the results assessed?**

The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

**What were the results?**

**Strategic Plan Action Priorities**

**AY2016-2017**

**Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)**

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. **Goal Met – All lecture courses are QM™ certified.**
   2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
      1. Waiting for CCNE approval by 10/31/2016
      2. **Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)**
      2. **Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.**
3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. **Goal Met – 3 students piloted and remain in the program.**
   2. Accept first cohort of students spring 2017
      1. **Goal Met – 7 students accepted and 6 remain in the program.**

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. **Goal Met – Cecil and Harford added to the list of ATB articulation agreements**
      2. **Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.**

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016
      1. **Goal Met – Proposal submitted and approved. Waiting final MHEC approval.**

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. **Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.**

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. **Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.**

   **Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)**

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. **Goal Met– Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.**

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.
1. Ongoing.

1. **Goal Met –** The survey and test course remain on the website, but were not widely used by perspective students.

0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

1. **Goal Met –** A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. **Goal Met –** A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

1. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. **Goal Met –** Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016: 87.7%).

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

1. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

1. **Goal Met –** Ongoing

1. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

1. **Goal Met –** See action priority #11.

1. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. **Goal Met –** The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training
and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and work-student friendly ways.

**Recruit and retain diverse and talented faculty and staff.** (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing number of the RN-BSN and the addition of the MSN programs.

1. One FTFTT faculty lost in 2016. Proposal submitted to replace this faculty memeber.

   1. **Goal Partially Met** – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. **Goal Met** – Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation.** (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

   1. **Goal Met** – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. **Goal Met** – Program review completed for the BSN program.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. **Goal Met**

   **Other**

.11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

   1. **Goal Met** – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing

- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s sugge
for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program  
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies  
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies  
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies  
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in World History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses  
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses  
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding  
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students  
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions  
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture  
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment  
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?  
See Results below.

The process of assessment per Action Plan: How were the results assessed?  
See Results below.
What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop" particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbey served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a final:
publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

**4a: PIN Conversions**

We submitted pin conversion requests for N. Schuster and M. Wehrman.

**5a: Replacing Antiquated Furniture**

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

**5b: Updating Audio-Visual Equipment**

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

**How was this plan and results conveyed to your Division/Department?**

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

**Evidence, artifacts, and or back up documentation**

No items to display.

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**3.a.: Encourage and support faculty implementation of experiential learning.**

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**

Encourage and support faculty implementation of experiential learning.

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

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**3.a.: Encourage and support faculty implementation of experiential learning.**

**Start:** 7/1/2015  
**End:** 6/30/2016  
**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences
3.b.: Encourage and support sustainability initiatives.

Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support sustainability initiatives.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities,
especially those involving students.

**Start:** 7/1/2014

**End:** 6/30/2015

**Progress:** Ongoing

**Action Priority**
Support faculty research, creative activities, and regional engagement activities, especially those involving students.

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.**

**Start:** 7/1/2015

**End:** 6/30/2016

**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.**

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** Ongoing

**Action Priority**

**Providing Department:** College of Liberal Arts and Sciences

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

**2016 Assessment & IR Annual Report**

**Start:** 7/1/2016

**End:** 6/30/2017

**Progress:** [You do not have access to view this field.]

**Providing Department:** English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.

Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

Goal 2: Professional Development
Encourage professional development - Encourage, support, and track professional development.

**Goal 3: Cooperative Ventures**

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness? Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.
For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer’s response.

For measuring our progress in training faculty to use Compliance Assist, we would have tracked the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain, update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective at recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position(
The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the papers perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with a rubric by the students' instructors. This assessment is run at the end of each semester. Data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year. (2) A work study student uses an Excel spreadsheet to classify and tally the types of professional development activities that occur within the department. Due to the availability of data, the latter information reflects the previous year's work.
Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watch fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

What were the results?

Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both the fall and the spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.
This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - **Literature**: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division courses that courses would be offered less frequently in order to fill. They also eliminated ENGL because students are not as interested in Jane Austen as they used to be.

Concentration - **Creative Writing**: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - **Professional Writing**: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Program - FLL

Concentration - **Spanish**: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration - Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WVU visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.
Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for those who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors and the advisors for student organizations. These opportunities allow us to work with on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also reviewed data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in their field. No other program in the department has pursued this route formally. However, professors are a part of the listservs for their professional organizations and/or serve on advisory and editing boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department’s assessment of course demand and requirements for the degrees, we determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However,
began to draft the PIN request for a journalism professor, and we also need another PIN for advanced

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offerings to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate and include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members’ professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**

The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat in September focuses on these action priorities in order to set the tone for the academic year.
Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students
- Assessment
- 2016_majorminor_numbers
- Capstone Assessment Report 2016
- CW_concentration_Retreat_HO
- ENGL 421 Elimination
- ENGL 438 Changes
- ENGL 450 Frequency
- Executive Summary Proposed Changes to Spanish Curriculum
- FLL_PR_2017
- LEARNING OBJECTIVE 1 Write-Up Dec 2016
- Literature_concentration_Retreat_HO
- MDFL_concentration_Retreat_HO
- MLA survey_draft
- New Period Course Rotation 2017
- PW_concentration_Retreat_HO
- Scoring Rubric for ENGL101 Assessment-12
- Written Rubric (005)

Cooperative Ventures

- Collaborations
- EFL Recruiting Chart
- English Class Enrollment - Fall 2011 - Fall 2016
- English Class Tracks - Fall 2011 - Fall 2016
- Letter--Fall Students 2016--Final

Cover Staffing Needs

- Linguist_Position Allocation Request Form FY 18
- PR_JOUR_AW_Position Allocation Request Form FY 18

Professional Development

- ENGLFLL_prof_dev_2015

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017
1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN program within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

**Specify your Division/Department Actions Priorities/Plans.**

**Strategic Plan Action Priorities**

**AY2016-2017**

Develop new programs to respond to emerging needs and to workforce shortage areas. *(Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2))*

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing
of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

.7. Submit new faculty self-statement document.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

11. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Liberal Science Goals. Each of these goals is then linked to the department’s action priorities along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
1. By end of fall 2016, all of the MSN courses will be certified by QM™
   1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016
      1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
      2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
1. Consider new options for marketing to MSN perspective students.
2. Ongoing

1. Goal Met - Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

1. Goal Met - The survey and test course remain on the website, but were not used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

1. Goal Met - A dismissal policy was approved for the department of nursing and be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met - A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD response can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and workable adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing need of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

.11. Submit undergraduate and graduate catalog changes as needed.
1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. **Goal Met – All submissions approved.** MSN submission will not be in effect until new catalog year or supplement is published.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?**

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

**How was this plan and results conveyed to your Division/Department?**

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

**Evidence, artifacts, and or back up documentation**

- Department of Nursing
- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

**2017 History Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** History
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. **Assessment**
   Examine goals, outcomes and assessments of the History major and History’s GEP course (HIST 100) and apply the results to curricular planning.

2. **Collaboration**
   Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3. **Professional Development**
   Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4. **Staffing**
   Address critical staffing needs.
5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women's history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

**What are the Measures/Metrics used to assess effectiveness?**
See Results below.

**The process of assessment per Action Plan: How were the results assessed?**
See Results below.

**What were the results?**

**1a: Assessment Rubrics and Procedures**

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We present assessment results in department meetings and discussed how we might "close the loop" particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and the CLAS Assessment Council in fall and spring.

**1b: Curricular Review**

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

**2a: Honors Program**

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

**2b: International Studies**

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbey served on the INST Steering Committee in fall and spring.

**2c: Sustainability Studies**

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

**2d: Women’s Studies**

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS’ Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

**2e: Existing IDIS 150 Courses**

E. McConnell taught Baseball and American Values in fall and spring.

**2f: New IDIS 150 Courses**

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events.
for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication in History Matters (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university’s new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

3.d.: Encourage and support interdisciplinary learning opportunities.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support interdisciplinary learning opportunities.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.
Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY201
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
   4. Discuss importance and benefit of developing an EdD in Nursing Education within
      next four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce short areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
   2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
1. Consider new options for marketing to MSN perspective students.
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9. Continue to assess prospective students for e-readiness and provide training as needed. This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

10. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
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1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

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Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

1. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification.

1. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in our programs.

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**#5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
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.9. Complete Program Review for FSU internal processes.

.10. Submit AACN annual survey and CCNE substantive change document (if needed).

**Other**

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**What were the results?**

**Strategic Plan Action Priorities**

**AY2016-2017**

**Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)**

1. Implement MSN program

   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      1. **Goal Met – All lecture courses are QM™ certified.**

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

   1. Waiting for CCNE approval by 10/31/2016
      1. **Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)**
2. **Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017)**

3. **Implement BSN Collaborative Model between ACM and FSU**
   1. Pilot three students in Fall 2016
      1. **Goal Met – 3 students piloted and remain in the program.**
   2. Accept first cohort of students spring 2017
      1. **Goal Met – 7 students accepted and 6 remain in the program.**

4. **Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.**
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. **Goal Met – Cecil and Harford added to the list of ATB articulation agreements**
      2. **Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, and Harford CC.**

5. **Plan NP Program concentrations in the MSN – MH and FNP**
   1. Submit program proposal fall 2016
      1. **Goal Met – Proposal submitted and approved. Waiting final MHEC approval.**

6. **Implement new plan to have a dedicated advisory committee**
   1. Appointed/invited members
   2. By-laws
      1. **Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.**

7. **Submit NSP II Grant to extend the NP program and begin the DNP program planning process.**
   1. **Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.**

   **Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)**

8. **Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.**
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. **Goal Met - Recruitment in PA was added to the current marketing plan for execution in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest from Nevada has been observed to date.**

9. **Continue to assess prospective students for e-readiness and provide training as needed.**
This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

   1. **Goal Met** – The survey and test course remain on the website, but were not used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

   1. **Goal Met** – A dismissal policy was approved for the department of nursing and will be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. **Goal Met** – A grant was submitted to obtain funds to support CaLD students. This grant was denied, but the committee will continue to meet and address the needs of the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction surveys at graduation, and follow-up surveys with alumni and employers.

   1. **Goal Met** – Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016: 87.7%).

**Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

   1. **Goal Met** - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in our programs.

   1. **Goal Met** – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum

   1. **Goal Met** – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload.
working RN. Students are able to complete 30 hours prior to the start of the course to spread out the hours, online MD responds can be completed (Online Training), and a teaching project is now required to ensure course goals are met. All of these options allow students to spread out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the future?
for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become more priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned over the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing
Strategic Goals 2016_2017_09202016_FINAL
Strategic Plan Action Priorities 2016_2017_09202016_FINAL
Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1: Assessment
Examine goals, outcomes and assessments of the History major and History’s GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.
1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer’s suggestions for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See Results below.

The process of assessment per Action Plan: How were the results assessed?

Page 1029 of 1227
What were the results?

1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on t GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State: which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS' Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event: for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students
A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist: publication in History Matters (Appalachian State University’s undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?

This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation

No items to display.

3.e.: Seek resource enhancement from both internal and external resources within a framework of responsible resource management.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Seek resource enhancement from both internal and external resources within a framework of responsible resource management.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Assessment

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Develop new programs and modify existing programs in alignment with institutional goals: response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

![2016 Academic Affairs Annual Report](image)
**Start**: 7/1/2016  
**End**: 6/30/2017  
**Progress**: [You do not have access to view this field.]
**Providing Department**: Academic Affairs  
**Responsible Roles**: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.  
**Master Goals:**

1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student
success and retention.

- Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students’ academic personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designees, Associate Provost and Director of Assessment and Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and
Specify how your Division/Department Goals align to FSU strategic planning goals.

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

2. Provide a learning environment to facilitate and support students’ academic and personal growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
   Institutional Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.
   Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified above and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1. Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
- Provide institutional and financial **support** for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nearly complete for HELIO and PAR provided a data reveal. Data from both projects will need to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. **Provide a learning environment to facilitate and support students’ academic personal growth and success.**

**Action Priorities:**

- Enhance the quality of academic advising and assessment thru benchmarking and incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
  - Results: See Asst. Provost for Student Success and Retention. No significant progress due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. **Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.**

**Action Priorities:**

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost’s Designee Associate Provost and Director of Assessment and Institutional Research
Results: See General Education Program Report
Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions
- Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost’s Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student population
- Program Review Guidelines
- SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and current students
- EMC Plan 2016-2017
- FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens
- Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students’ academic and personal growth and success
- EHSC Building

2016 Assessment and IR Annual Report
Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based on survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7,
successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?

Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

HELIO

HELIO/FSU presentation

Middle States

Monitoring Report Due March 1

PAR

FSU PAR Reveal

Training

Campus Labs Training Articulating and Measuring Success

Compliance Assist Training

5.1: Continue to allocate resources to implement and operationalize the marketing and branding of the University.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Continue to allocate resources to implement and operationalize the marketing and branding of the University.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.1: Develop and implement marketing and rebranding strategies.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

5.2: Direct external funds raised through the FSU Foundation to support the University's priorities.

Start: 7/1/2014
End: 6/30/2015

Progress: Ongoing

Action Priority

Direct external funds raised through the FSU Foundation to support the University’s priorities.

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

5.2: Encourage fundraising efforts through the FSU Foundation that support the University’s priorities.

Start: 7/1/2013
End: 6/30/2014

Progress:

Action Priority

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

5.3: Establish a baseline and project growth in the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.

Start: 7/1/2013
End: 6/30/2014

Progress:

Action Priority

Providing Department: Frostburg
Data from Baseline

Responsible Roles:

5.3: Grow the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.

**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:**

**Action Priority**
Grow the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FSU.

**Providing Department:** Frostburg

**Documentation**
No items to display.

Data from Baseline

Responsible Roles:

5.4: Encouragement and Rewards for Faculty Engaged in Scholarship, Workshops, etc

**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**
Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.

**Providing Department:** Frostburg

**Documentation**
No items to display.

Data from Baseline

Responsible Roles:

5.4: Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well

**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
5.4: Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.

Providing Department: Frostburg

Documentation
No items to display.

5.5: Explore the founding of a school of graduate education at FSU that will be a partner with the Colleges, local, regional and statewide business and organizations to develop programs responsive to regional and statewide workforce needs.

Start: 7/1/2013
End: 6/30/2014

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

5.5: Support for Faculty

Start: 7/1/2012
End: 6/30/2013

Action Priority
At the College level, Deans (with support of the Provost and VPs) shall chart and further encourage and provide financial support for attendance and presentation of faculty and staff intellectual output both on and off campus at regional, national, and international conferences.

Providing Department: Frostburg
Mission

The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.
Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking in line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrative art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.
Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.
- Increase our involvement with Frostburg’s Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department’s website and produce additional promotional print and electronic material for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, grants, and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA.
- Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.
- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.
- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.
- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.
- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.
• Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.
• Alumni came to give guest lectures. Students had contact with the community through shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other locations on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional intern and graduate school applications.
• Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.
• This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:
Request a PIN in Printmaking for Fall 2017
PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:
Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms
No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.
This was successfully completed. All spaces are now allocated.
**Further Priorities:**

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education degree.
Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part-time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have created a committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education courses and the English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrative units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non-degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of fair work and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assess
ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENGL in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE - Continue to work with CIE to place exchange and international students in the appropr
sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**

Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.
Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.
For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students, follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty and is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

**What were the results?**

**Assessment**
The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the AAC&U rubric on Written Communications for this purpose. We began the assessment using ENGL 308 in both fall and spring using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported to AIR.

The department’s Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division courses so that courses be offered less frequently in order to fill. They also eliminated ENGL 421 because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passed a proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.
The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time by meeting the same outcomes as the previous courses in fewer credit hours.

Concentration-Teaching: The department updated the advising sheets to reflect the changes in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9-10), the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the field. No other program in the department has pursued this route formally. However, many profes...
are a part of the listservs for their professional organizations and/or serve on advisory and editorial boards in their fields. We have ample connections to ensure that we are following best practices in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Through discussions with the coordinator of international studies and faculty in the music program, we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a second major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we began to draft the PIN request for a journalism professor, and we also need another PIN for advanced...

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the department next year. Under each goal, the action priorities are adapted to enable further progress on a goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, and Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offering to its duties. We hope to expand our tracking of the types of professional development activities in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across disciplinary lines and for preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try the same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking faculty members' professional development and service activities.

**How was this plan and results conveyed to your Division/Department?**
The department reviews goals and action priorities at its May meeting where a vote is taken to adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

**Evidence, artifacts, and or back up documentation**

- ELL/ENGL/MDFL cooperation
- Placing International Students
- Assessment
  - 2016_major_minor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

**2016 Assessment & IR Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Theatre/Dance  
**Responsible Roles:** [You do not have access to view this field.]
**Specify your Division/Department Goals Priorities.**

**Goal #1:**

The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: CLAS #3, University #1, #5, Academic Affairs #3]

**Goal #2:**

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs]

**Goal #3:**

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

**Goal #4:**

The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, University #2, #3, Academic Affairs #1]

**Goal #5:**

The Department will investigate and assess curriculum with regard to the current curriculum and the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accreditation options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

**Specify your Division/Department Actions Priorities/Plans.**

1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing from FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the student experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery and costume rentals.
2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure the Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre minor.

5.c. The Department will monitor assessment strategies and make necessary changes to remain in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, results were assessed based on data. For instance, we can track that ticket sales went up to some extent and we attribute this to the ease of purchasing tickets online and using credit/debit cards. We do not have a way to track whether or not this brought in "new" audience members, but we believe that the new software program has encouraged (rather than discouraged) audience members to attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during department meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 has not yet been determined, as departments were asked to hold off until the new FSU strategic plan is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and need yearly recognition. The department will meet in August to determine the FY18 plan.
How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG to create training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

**What were the results?**
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12
3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)
4. Create and facilitate training for departments to use a faculty workload calculator.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**
Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**
Bi-weekly staff meetings.
Department project updates shared at Provost Advisory Council.

**Evidence, artifacts, and or back up documentation**
- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

**2016 Athletics Annual Report**
**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Athletics  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.
Specify your Division/Department Actions Priorities/Plans.
- AP1. Actively monitor and follow-up on Beacon alerts. (Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own space. (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own locker year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professional sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?
- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

The process of assessment per Action Plan: How were the results assessed?
- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal 2)
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compare change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?
- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Beacon Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Goal 2)
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment. (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mode number of years of service ###.(Goal 3)

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
- AP1. We have conducted a supplemental training with coaches to increase their efficiency
Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additional resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (Goal 2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goal 2)
- AP4. New Cardio Equipment has generated excitement among the campus community. No additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able to purchase new types of equipment to diversify our offerings. No additional resources for 2017. (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain or better coaches. We will need to be willing to make retention adjustments to salaries when needed (Goal 3)

**How was this plan and results conveyed to your Division/Department?**
These plans and results were communicated at monthly staff meetings.

**Evidence, artifacts, and or back up documentation**
No items to display.

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### 2016 Center for International Education Annual Report

**Start:** 7/1/2015  
**End:** 6/30/2016

**Progress:** [You do not have access to view this field.]

**Providing Department:** Center for International Education

**Responsible Roles:** [You do not have access to view this field.]

#### Specify your Division/Department Goals Priorities.
- Increase new partnerships with international college and universities.
- Increase the number of international students at FSU
- Increase the number of global programs on campus

#### Specify your Division/Department Actions Priorities/Plans.
- Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergraduate graduate programs.
- Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg St. University.
- Increased the number of global programs developed by the university for students, faculty and staff.

#### What are the Measures/Metrics used to assess effectiveness?
- The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreements created or enhanced during the 2016 evaluation year.
- The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
- The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.
The process of assessment per Action Plan: How were the results assessed?
At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and various departments on campus will continue to build these new programs in the coming years.
The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.
The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had attended and participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?
A total of three degree programs between the University were established or enhanced. These programs include a joint B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master’s degree program in computer science with the Communication University of Chinan (Beijing); and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the University’s international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degree programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.
The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 at the end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of International Government Affairs to maintain our relationships with international partner institutions.
The CIE in cooperation with student clubs and other university offices developed and supported two new cultural programs during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Service a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, and staff. In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Additional staff resources from other departments/units of the University assisted the CIE in providing services to international students. These units included colleges, Offices of Graduate Services and the Office of Admissions.
A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more students visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of additional office help each week.
Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and the Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and community donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did provide transportation for the Chinese students to the mall.

How was this plan and results conveyed to your Division/Department?
The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discussions. The International Education Advisory Council (IEC) was updated each month about the international student statistics (nu students, majors, locations . .). The director had regular (weekly) meetings with the CIE staff and biweekly meetings with the Interim VP of International and Government Affairs.
Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparation for these programs. The CIE also met regularly with Graduate Services, the Frostburg Indian and South Asian Student Association, and the Chinese students.
Evidence, artifacts, and or back up documentation

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019).
   4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future program.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with Don Strategic Goal #1 and 2)

1. Implement MSN program
   1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
   1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate
g to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP
   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning proc
   Enhance student recruitment and retention efforts. (Aligns with University Stral
   Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and ;

8. Continue to expand recruiting and marketing to community colleges and healthcare insti
   for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed.
    will be done via the website through survey and test course and scheduled orientation se
    for newly enrolled and current students.
   1. Ongoing.

0. Develop a dismissal procedure for the department
   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and
   Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various
   strategies to include the Program Resource Center, website, orientations, satisfaction sur;
   at graduation, and follow-up surveys with alumni and employers.
   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.
   Promote and support activities of educational distinction. (Aligns with Unive
   Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi
   Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT
   instructional design staff.
   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through
      12/31/2016 for MSN certification
4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. 
   Recruit and retain diverse and talented faculty and staff. (Aligns with Univer Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #3 and #6)

6. Continue to hire additional administrative staff and faculty to support the growing needs of RN-BSN program and the addition of the MSN program.

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

   Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

8. Implement the new systematic evaluation plan in fall 2016.

   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.


10. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

11. Submit undergraduate and graduate catalog changes as needed.

   1. MSN Practicum courses
   2. New general education and/or BSN courses
   3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or not met, while others may be ongoing or in progress. We use quantitative data to assess student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department’s action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.
What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage areas (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns with Donor Strategic Goal #1 and 2)

1. Implement MSN program

   1. By end of fall 2016, all of the MSN courses will be certified by QM™
      
      1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of MSN

   1. Waiting for CCNE approval by 10/31/2016
      
      1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

3. Implement BSN Collaborative Model between ACM and FSU

   1. Pilot three students in Fall 2016
      
      1. Goal Met – 3 students piloted and remain in the program.

   2. Accept first cohort of students spring 2017
      
      1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategy to boost enrollment as needed or requested.

   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown CC, Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

   1. Submit program proposal fall 2016
      

6. Implement new plan to have a dedicated advisory committee

   1. Appointed/invited members
   2. By-laws
      
      1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process
1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare insti
t for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing.

1. Goal Met- Recruitment in PA was added to the current marketing plan for execution AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

1. Ongoing.

1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

1. **Goal Met - Ongoing**

.4. Continue to implement the CaLD Committee. This group works to plan and implement best practices working with Culturally and Linguistically Diverse (CaLD) students in online programs.

1. **Goal Met – See action priority #11.**

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom’s Taxonomy and Webb’s Depth of Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. **Goal Met – The course has been re-designed and the practicum hours are being offered to students in a variety of settings and formats to reduce the workload on a working RN. Students are able to complete 30 hours prior to the start of the course to spread out the required 135 hours in unique and working-adult student friendly ways.**

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member summer 2016.

1. **Goal Partially Met – PIN approved; search committee in process for new hire.**

.7. Submit new faculty self-statement document.

1. **Goal Met – Document was submitted and approved.**

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN
4. Implement new meeting minute process.

1. **Goal Met – The systematic plan was developed and implemented in fall 2016. The plan was used biannually in 2016/2017 AY.**

.9. Complete Program Review for FSU internal processes.

1. **Goal Met – Program review completed for the BSN program.**
1. Goal Met
   Other

1. Goal Met – All submissions approved. MSN submission will not be in effect until the new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in place for the coming AY (2017/2018) as many are still in progress and some will become more of a priority such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are added and being planned for the next AY. Resources were obtained through two grant proposals that were awarded July 1, 2017 that total over $4 million to support the implementation of the NP program and the plan of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in terms of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report
Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.
Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Increase coverage of surveillance cameras on campus and migrate all existing cameras to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?
AP1 - How many cameras were added, are they all on the enterprise system?
AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.
AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purchase the surveillance equipment.
AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation
- Capture1
- FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate
enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program.

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
   c. Increase digital marketing efforts
   d. Increase number of Graduate Fairs attended for outside recruitment
   e. Host recruitment webinars for the MBA, Ed.D. and MBA program
   f. Participate in the website redesign
   g. Develop and implement new online "user friendly" application for admission
   h. Continue international recruitment efforts

2. Graduate Program Offerings:
Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

   a. Support new program development
   b. Coordinate the redesign of the M.Ed. Interdisciplinary program
   c. Support the development and implementation of the MBA program 7 week model
3. Efficiency and Effectiveness of OGS:
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey
c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus
b. Coordinate the meet and confer meetings for GAs with administration
c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality
a. Participate in the USM Assessment Initiative
b. Participate in GLAAG
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offering delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data
4. **Advocacy Graduate Assistants:** Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

**Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report**

5. **Advocacy for Academic Quality** – Continue to work with Programs to promote academic quality.

**Measures: Student Survey Data and 6 year Graduate Rates**

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. **Enrollment**

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with the exception of the MS Rec and Park program which is showing significant decline and the MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments from India as a result of changes in the issuance of visas for students to study in the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017). (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td>Sample Registration report</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.</td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td></td>
<td>Revise agreement and</td>
</tr>
</tbody>
</table>
2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th># Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email MHEC</td>
<td>Development Catalog Pages</td>
</tr>
<tr>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td>Phase I</td>
<td>University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development. Goal to next year</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,</td>
<td>Minutes, Purpose and Objectives review, Enrollment to next year.</td>
<td>Powerpoint/Market Data,</td>
<td>Continue with Phase II. Move goal to next year.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>Fall 2017</td>
<td>Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Survey Data, Assessment of fall and spring 2017/18 academic year recruitment for fall 2018 cohort.</td>
<td>Student Satisfaction Survey, Stakeholder Meeting Summary 2017/28, Issues/Concerns, Enrollment data and develop 7 week interest survey.</td>
<td>Announcement and survey to assess student satisfaction Course Schedule, Academic Calendar satisfaction with the new model. New Goal next year.</td>
</tr>
</tbody>
</table>

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has been able to lead the redesign of the online education survey which was piloted this summer. This survey specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented Spring 2017 Graduation</td>
<td>Survey Results Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
<td></td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
<td></td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard developed</td>
<td>See Baseline dashboard. Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
<td></td>
</tr>
</tbody>
</table>

### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017).

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
Graduate Assistantship Reallocation Implementation

All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017.

Meet and Confer

Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018.

GA Satisfaction Survey

Not completed

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which meet not throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide the opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG, OGS has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
<td></td>
</tr>
<tr>
<td>Participate in GLAAG Committee</td>
<td>This committee did not meet.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Completed revision of Graduate catalog is a 2017/18 task.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed. See survey documents</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
<td></td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction.

b. Implementation of student surveys and development of a plan for working with programs to use the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application.

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary.

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
- Copy of enroll_goals_AIR_10272016
- Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
- BUDGET PROJECTIONS FINAL 6-23-17
- M.Ed. Program Outcomes and Focus Area Outcomes
- Meeting Summary 1-19-2007
- Physician Assistant Program Development Timeline
- Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
- 2017-Summer-Online-Education-Survey
- Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
- Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

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2016 Mathematics Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education courses.

Specify your Division/Department Actions Priorities/Plans.
1. Established a student social club (The Dead Poets Society) that met weekly; actively managed a departmental Facebook page; met with calculus classes in local area schools; participated in Open House events.
2. Required students to complete individual research projects in certain upper-level courses (MATH 470 and MATH 491); encouraged students to participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mathematics conference.
3. Purchased a 3D printer and established a space within the department to house printer.
4. Established sets of learning outcomes for two of our five GEP courses.
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assessment instrument and facilitated the assessment for both Fall 2016 and Spring 2017.
**What are the Measures/Metrics used to assess effectiveness?**
1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

**The process of assessment per Action Plan: How were the results assessed?**
The department had no formal process of assessment in place for any of the goals aside from (5).
See next section (Results) for additional details.

**What were the results?**
1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategic such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts have impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Mode Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduate research conference at James Madison University where one of our students presented his research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish lean outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with our assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical and Quantitative Reasoning assessment and align it with the established assessment rubric. The assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?**
1. The department will continue to support the Dead Poet Society this coming year; will have used some department funds to purchased promotional items such as stickers, water bottles, and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation research events
3. Continue to build expertise in department with the goal of hire students to support 3D pr efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitative Reasoning.

**How was this plan and results conveyed to your Division/Department?**
Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, and conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroom studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Chamber Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:
  - Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 335 from the major ensemble list.
  - Specify that only courses in which you earn a C or better will count towards satisfaction c
requirements for the major and the minor. (The current listing only specifies the major.)

- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evaluation so each unique sophomore evaluation should be listed separately in the description of each track/concentration.

Specify your Division/Department Actions Priorities/Plans.

Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high schools in Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern region and the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state conducting festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz bands attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high school students participated in clinics, rehearsal and a performance at FSU.
- James Reddan and Brent Weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jazz Society which hosted the JAM weekend in April, 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to create fresh, eye-catching posters for every event. They also sent out postcards to individuals in the region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reconnect with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Concert in the Fall and President's Concert in the Spring. Donors were invited to attend the concert for free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the action priorities.
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le
What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed result based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs
- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacted university expressing interest in music. She then distributed this information to the instructor specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017 and the Name-a-seat initiative.

Priority funding needs
- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.
What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Department, which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information from Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxophones, flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes did not appear in the catalog due to oversight by the previous chair. We are currently working to rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expand them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated to align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25

2) We will continue to allocate and increase funds for ensemble touring efforts from the Music Department budget and friends of music fund. New instruments and equipment in Pealer Hall is a priority and we will view avenues to purchase these items. Reallocation from the department budget may be possible due to savings from reduced Stage Crew salaries. We are also increasing the budget for marketing materials so reach a greater audience and move us into the 21st century.
How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Part-Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology’s effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastructure improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.
Tactic 1:1:2 – Integrate bus tracking application into new mobile app.
Tactic 1:1:3 – Integrate dining services information into mobile app.
Tactic 1:1:4 – Deploy public safety app.
Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic common areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood common areas.
Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to determine greatest need.
Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.
**Action Priority 1:3** – Provide increased services for students through cloud-based software
Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.
Tactic 1:3:2 – Promote Microsoft Office 365 to students.

**Action Priority 1:4** – Deploy electronic transcripts
Tactic 1:4:1 – Work with Registrar’s Office to implement a service for students to order and receive transcripts electronically.

**Action Priority 1:5** – Improve student class scheduling experience.
Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

**Action Priority 1:6** – Work with FSU students to determine technology satisfaction and needs.
Tactic 1:6:1 – Form a student technology advisory committee to meet with students on a regular basis.
Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

**Action Priority 2:1** – Promote data-informed decisions by implementing data analytics and data warehouse project.
Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

**Action Priority 2:2** – Improve web presence and focus on prospective students.
Tactic 2:2:1 – Redesign website with responsive design methodologies.
Tactic 2:2:2 – Design home page targeted toward student prospects.

**Action Priority 2:3** – Improve student undergraduate and graduate application process.
Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

**Action Priority 2:4** – Evaluate Customer Relationship Management (CRM) technologies with enrollment management and develop a feasibility study.
Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate CRM opportunities.

**Action Priority 3:1** – Augment the university’s Learning Management System with additional tools to better support learning outcomes and the needs of learners.
Tactic 3:1:2 – Implement Attendance tracker.
Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

**Action Priority 3:2** – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived from the Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium’s (OLC) quality scorecard criteria to verify university compliance and support for online programs.

**Action Priority 3:3** - In conjunction with Disability Support Services, develop and implement Accessibility and Usability Guidelines for courses that utilize the university’s Learning Management System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of designing courses for inclusion in order to maximize Accessibility and Usability. This may include Closed Caption software, font and color choices, alternative means of access to course materials, use of various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Usability requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

**Action Priority 3:4** – Provide the technology and support needed to create reliable and effective classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classrooms to convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

**Action Priority 3:5** – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 - Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies as needed.

**Action Priority 3:6** – Work with faculty and students to select learning management system (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.
**Action Priority 4:1** – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technology and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown disaster recovery site and evaluate how the FSU network segment and the stored data are protected.

**Action Priority 4:2** – Develop security awareness program and training for campus community.

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all faculty and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to further educate users.

**Action Priority 4:3** – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to meet standards.

**Action Priority 4:4** – Implement measures to protect confidential information from disclosure.

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annually.

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on an annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply with security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

**Action Priority 4:5** – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are removed from all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabilities through program updates, anti-virus enhancements, and software restrictions.
**Action Priority 4:6** – Strengthen the University’s policies for controlling passwords and accounts.
Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.
Tactic – 4:6:2 – Update learning management system account policies and procedures.
Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.
Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.
Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessment, documentation, and physical security mechanisms.

**Action Priority 4:8** – Explore 3rd-party solutions to increase security for users with access to critical data.
Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.
Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review.

**Action Priority 5:1** – Improve management of institutional data through data standards, protection, and governance.
Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.
Tactic 5:1:2 – Create a University data dictionary.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.
Tactic 5:2:2 – Create data error checking processes to look for invalid data.
Tactic 5:2:3 – Automate user data synchronization between systems.
Tactic 5:2:4 – Automate email distribution lists from student information system data.

**Action Priority 5:3** – Implement incident and change management processes based on service management methodologies.
Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.
Tactic 5:3:2 – Develop change management process and procedures for OIT.
**Action Priority 5:4** – Development and improve communication with campus community.

- Tactic 5:4:1 – Create an email template and standard for OIT.
- Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.
- Tactic 5:4:3 – Create a webpage to list previous outages with details.

**Action Priority 5:5** – Create centralized data and document repository for IT documentation configurations.

- Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration information.


- Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.
- Tactic 5:6:2 – Develop customized software in human resource system to process faculty time sheets.

**Action Priority 5:7** – Establish IT metrics to measure effectiveness of continuous improvement.

- Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.
- Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.
- Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

**Action Priority 6:1** – Implement a secure web infrastructure for internal use.

- Tactic 6:1:1 – Create campus workgroup to evaluate portal options.
- Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.
- Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

**Action Priority 6:2** – Provide technology infrastructure to increase physical safety.

- Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.
- Tactic 6:2:2 – Deploy e911 on phone system.

**Action Priority 6:3** – Improve internet bandwidth and redundancy.

- Tactic 6:3:1 – Increase internet bandwidth to campus.
- Tactic 6:3:2 – Increase bandwidth of backup internet connection.
Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.
Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

**Action Priority 6:4** - Improve website infrastructure and reliability.
Tactic 6:4:1 – Implement a new content management system to provide better support to user needs.
Tactic 6:4:2 – Update technology used to run and maintain website.
Tactic 6:4:3 – Implement load balancing technology to increase up-time and redundancy.

**Action Priority 6:5** – Replace unsupported software and services.
Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

**Action Priority 6:6** – Deploy critical services to cloud-based services.
Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.
Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.
Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.
Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

**Action Priority 6:7** – Implement technologies that promote sustainability.
Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit waste.
Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

**What are the Measures/Metrics used to assess effectiveness?**
1. Number of students, faculty, and staff using new platform.
2. Percentage of users visiting new sites and repeat visitors
3. Number of wireless access points added to the network.
4. The number of hours IT saves per week after manual process is automated.
5. The time to process manually vs. the automated process.

**The process of assessment per Action Plan: How were the results assessed?**
What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see value in services offered in the app.

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over the last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to less than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts were processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
1. The mobile application software was purchased by eliminating the previously used software since it was not being used. This also resulted in additional savings that was redirected towards other academic initiatives.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not have to wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds annual meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

Goal1
CollegeSchedulerScreenShotUsage
Goal2
Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or not changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or not the new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metric will be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the changes to the capstone course have been accepted in the governance curriculum change committee.

With regard to restructuring the POSC Assessment Plan, we will assess whether or not the new assessment plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, we will simply assess the numbers of students participating in those programs to see if they have increased.

With regard to increasing POSC major enrollments, we will simply measure the number of POSC majors.
majors to see whether those numbers have increased.

**What were the results?**
With regard to restructuring the POSC capstone course, we will complete our decision-making about the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of the new plan and will submit it to the CLAS Assessment Committee during the coming academic year.

With regard to increasing participation in POSC and LASO internship programs, we did note some increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments yet, but we will continue to measure during the coming academic year.

**How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning objective and we will have to develop assessment exercises for that new objective. We will also be creating common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote more departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time and effort to recruiting POSC majors.

**How was this plan and results conveyed to your Division/Department?**
The department will discuss the progress on these action priorities during the first department meeting of the Fall ‘17 semester.

Evidence, artifacts, and/or back up documentation
No items to display.
 Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

 Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: information table at Lane; brochures to front office desks or RA offices, table tents at dining hall Visit ORIE sections and AP meetings Strategically use access to student email Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department Set up the timesheet system Conduct trainings with all tutors on the new timesheet protocol.

 What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.
3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15; 414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and only 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
1.1 - While we always strive to increase the number of students served through tutoring, we are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings as they participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.
3.1 - The online timesheet process has worked very well, and we will continue to expect all tutors to use the process.

**How was this plan and results conveyed to your Division/Department?**
Tutoring activities are reported in the PASS Annual Report.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**2016-17 Philosophy Action Priority Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Philosophy  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

**Philosophy Department Strategic Goals (2016-2020)**

Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

**Specify your Division/Department Actions Priorities/Plans.**

**Philosophy Department Action Priorities (2016-17)**

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
2. **Develop and pass through governance a revised philosophy major curriculum**

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205**

Supporting
- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

**What are the Measures/Metrics used to assess effectiveness?**
See Results below

**The process of assessment per Action Plan: How were the results assessed?**
See Results below

**What were the results?**

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

- Philosophy Department Strategic Goals (2016-2020)
Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program. This initiative involved the following actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize the notion of critical thinking and to create a rubric instrument (see supporting material);
- Holding multiple calibration (“norming”) sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment results (“closed the loop”);
- Assisting in writing the final report on the university’s assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost’s Office, the Office of Assessment and Institutional Research, and the
2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
   1. Philosophy Major
   2. Philosophy Minor

2. New Courses
   1. PHIL 100 Critical Thinking
   2. PHIL 310 Classics of Western Philosophy
   3. PHIL 498 Practicum in Philosophy

3. Number Changes for Existing Courses
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic

4. Change of Catalog Descriptions
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic
   3. PHIL 492 Internship Project in Philosophy

5. Delete Courses
   1. PHIL 202 History of Philosophy: Ancient and Medieval
   2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department’s faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program’s regularly scheduled academic program review (2015), 2) the philosophy program’s ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri
is wholly consistent with the American Philosophical Association’s *Statement on the Philosophy Major*, which serves as the program’s primary external benchmark.

### 3. Establish a scholarship for philosophy students

**Supporting**

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

**Status: Completed**

Working with the FSU Foundation, the Philosophy Department established the Philosophy Student Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (University Advancement) attended two department meetings (one in the fall and one in the spring), as well as a one-on-one meeting with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

### 4. Create and distribute a newsletter to graduates and friends of the philosophy program

**Supporting**

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations... that enhance the quality of life for our community)
- PHIL Strategic Goal #7 (Obtain the... resources necessary to support the Department’s mission and goals)

**Status: On Schedule**

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closely with the Office of Publications, University Advancement, and the Alumni Association.

### 5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205

**Supporting**

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the... resources necessary to support the Department’s mission and goals)
and goals

- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (2015), inadequate and dilapidated facilities, furnishings, and technological resources are a major obstacle to the success of the philosophy program. These shortcomings inhibit instructional effectiveness and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technology resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations to Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. She acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout the year including department meetings, seminars, Reacting-to-the-Past Team meetings, and social events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.
7. Organize intellectually and socially engaging co-curricular and extra-curricular programs

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Completed

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philosophy at West Virginia University. (October 25, 2016) Over 100 members of the campus and local communities attended. See supporting material.
- A public screening of the documentary Do Not Resist addressing the militarization American police forces. (November 9, 2016) For this event, the Philosophy Department collaborated with FSU’s Law & Society Program and the Allegany County, MD NAACP Chapter. See supporting material.
- Philosophy student Michael Bartholomew presented a paper at West Virginia University’s National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein, Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the campus and local communities attended, including members of the Ethics Committee for the Western Maryland Health System. For this event, the Philosophy Department collaborated with FSU’s Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake News and Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated with faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2017) See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers at the CLAS Undergraduate Research Symposium. (May 5, 2017) Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. (May 24, 2017)

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

See Results above.

How was this plan and results conveyed to your Division/Department?
The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department members reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from department members. The final draft was distributed to department members.

**Evidence, artifacts, and or back up documentation**
- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

**2016-2017 College of Education Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** College of Education
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goals #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the College. (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, social and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)
Specify your Division/Department Actions Priorities/Plans.

- **Student Recruitment and Retention Efforts** - The COE Dean requested each department develop a plan to recruit and retain candidates.

- **Analyzing Existing Programs** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.

- **Promote Activities of Educational Distinction** - The COE Dean provided funds to support distinguished initiatives.

- **Recruit and Retain Diverse and Talented Faculty and Staff** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.

- **Expand and Develop Educational Initiatives for Western Maryland, the Region and State** - The COE Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators' progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

The process of assessment per Action Plan: How were the results assessed?

- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator's identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

What were the results?

- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide an update on this past year's efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to provide urban and rural experiences and expand cultural competency through the development of micro-credentials. Two modules will be implemented in the fall of 2017.
• **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.
• **Expand and Develop Initiatives** - Measure: See departmental strategic plans.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new positions are approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse experiential learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in the college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education programs.

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiatives in the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland Heritage Areas Program.

Funds will be allocated for recruitment efforts both at the College level and through department funds.

How was this plan and results conveyed to your Division/Department?

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at the August 2017 retreat for college faculty members’ feedback.

Evidence, artifacts, and or back up documentation

No items to display.

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**2016-2017 Department of Kinesiology and Recreation Annual Report**

Start: 7/1/2016  
End: 6/30/2017  
Progress: [You do not have access to view this field.]  
Providing Department: Kinesiology  
Responsible Roles: [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need
to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)

Goal #4 Implement strategic space utilization plan to better serve component programs of the College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement of recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.
1.1.2 Identify strategies for recruitment and retention of quality students.
1.1.3 Implement the strategies
1.1.4 Evaluate success of strategies implemented
1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students to promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.
1.2.2. Develop or update Student Handbooks for each program to meet that program’s mission and vision.
1.2.3 Establish collegial support to develop consistent policies and procedures across programs where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.
2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in order to address market needs.

**Goal #3 Priorities and Action Items**

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

**Goal #4 Priorities and Action Items**

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

**Goal #5 Priorities and Action Items**

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

**Goal #6 Priorities and Action Items**

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.
6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1
Metrics:
1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2
Metrics
1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1
Metrics
1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1
Metrics
1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1
Metrics
1. Summarization of utilization chart for academic spaces.

Priority 5.1
Metrics
1. Review student evaluations of candidates.
Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and the department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise and Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage students in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically towards achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on them.
allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the action items identified.

**How was this plan and results conveyed to your Division/Department?**

All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

**Evidence, artifacts, and or back up documentation**

- Award Letter

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**2016-2017 Lane University Center Annual Report**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Lane University Center  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

* SCI Department  
**Goal 1**  
* SCI Department  
**Goal 2**  
* SCI Department  
**Goal 3**

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**Specify your Division/Department Actions Priorities/Plans.**
Goal 1, LUC Action Priority 1
LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

Goal 2, LUC Action Priority 1
LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

Goal 2, LUC Action Priority 2
LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

Goal 3, LUC Action Priority 1
Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expansion services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators...
with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.

- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related to satisfaction with the process once implemented, while acknowledging the need for improvement.

**The process of assessment per Action Plan: How were the results assessed?**

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employment and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate a need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.
Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along with formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
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Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizing the union and promoting campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?

Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Current Student Employees indicate a need and a desire for focused development of transferable skills along with professionalism, customer service, and leadership development, which was concurrent with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified.
was identified for maintenance, updates, and repair of the Fitness Center.

**Goal 2, LUC Action Priority 2:**

Through the Lane University Center’s involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

**Goal 3, LUC Action Priority 1:**

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

**Goal 1, LUC Action Priority 1:**

Results from the research and review of sister institutions indicated a strong need for a formalized student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills.
lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportuneparticipate in training opportunities to further their success in their current position and to yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 semes This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job trainin recurr-recurring developmental opportunities throughout the academic year, the SEE Program represent a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this proc This process includes four instruments delivered prior to the Virtual Training, prior to in-hous training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal reso reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.
**Game Room:**
An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.

**Goal 2, LUC Action Priority 2:**
Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

**Goal 3, LUC Action Priority 1:**
As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practice: need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources.
(approximately $6,000) in staff salaries. This individual's efforts in incorporating billing, setup diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 201

**How was this plan and results conveyed to your Division/Department?**
The assessment plan for all LUC action priorities was communicated to LUC staff as well as the SCI management team following the development of the action priorities. The results were communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.

**Evidence, artifacts, and or back up documentation**
- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

**2016-2017 Department of Educational Professions Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Educational Professions
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

**Specify your Division/Department Actions Priorities/Plans.**
1.1 Develop, analyze and maintain a department strategic plan for recruitment and retention.
1.2 Maintain and expand a Department Advising Center to assist with student retention.
1.3 Analyze department policies and procedures to determine activities that will allow for
continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success in field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analyzed by faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, and recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?

1.1 Data collected on R&R activities via surveys (advising center users, open house/reception attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities, advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through implementation of improvement plans and contracts in both the field and coursework.
2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessment system

3.1 Results on outreach gathered via identification of available learning opportunities per program and identification of appropriate methods of gathering impact on students (survey, assignments, etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was completed in the spring 2017. The student "maker space" will be available in the Fall 2017 and data will be collected regarding student use and remaining faculty needs. Faculty involvement in space utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be shared with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results are collected on a yearly basis for all new faculty. The chair develops faculty improvement plans with individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of the Teacher Quality Partnership grant with Coppin University. The assessment of the collaboration impact is in progress.

What were the results?
1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been an increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to be added for the Fall 2017 in order to accommodate these additional students.

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use of the Advising Center. In the Spring 2017 the department requested a full time contractual position for the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates strong support for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical and Field Experience, with shared policies and assessment tools for all initial certification programs. The number of students on improvement plans and contracts decreased slightly from the Fall 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semester. Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. All programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will be returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 2017. Generally, faculty who completed the evaluation process scored highly in teaching, service and professional development. Four faculty members are currently on improvement plans and...
to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based the results?

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustments will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic year.

Evidence, artifacts, and or back up documentation
No items to display.

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review  
Review and revise course offerings in the major: to consider external reviewer’s suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program  
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections that cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

2b: International Studies  
Actively contribute to the International Studies program by teaching INST 150 Introduction to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies  
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green: Environment and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women’s Studies  
Actively contribute to the Women’s Studies minor by offering HIST 436 Women’s Issues in World History and/or developing a new course in U.S. women’s history, and by participating in the Women’s Studies Steering Committee.

2e: Existing IDIS 150 Courses  
Enhance History’s contribution to the GEP by encouraging History faculty to teach existing IDIS 150 courses.

2f: New IDIS 150 Courses  
Enhance History’s contribution to the GEP by encouraging History faculty to design and teach new IDIS 150 courses.

3a: Faculty Development Funding  
Encourage, support and track faculty professional development through the President’s Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students  
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions  
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture  
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment  
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?  
See Results below.
The process of assessment per Action Plan: How were the results assessed?
See Results below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment results in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or description for the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grant.

3b: Faculty Mentoring of Students
A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publication History Matters (Appalachian State University’s undergraduate journal of historical research) fall.

4a: PIN Conversions
We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture
We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment
We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
We await the determination of the university’s new strategic plan before creating our departmental plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing results have been regularly discussed at our monthly department meetings throughout the academic year.

Evidence, artifacts, and or back up documentation
No items to display.

Brady Health Center 2016-2017 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.
1.1 100% of international students will complete all required health and immunization screenings by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus
1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?
1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

The process of assessment per Action Plan: How were the results assessed?
1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diptheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"
3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?
1.1 Fall 2016 had 98% of International students completing all required health and immunization screenings by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end of Fall semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents and also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their progress after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page but it still has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor with doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior Health Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Spring; one Dietician intern observed our Dietician one day and one pre-med student observed 20 hours in Fall

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 International student compliance with health and immunization screening is always a priority due to the risk of communicable disease transmission on our campus from a student arriving from a high risk country. J-1 visiting scholars are now added to the group who are screened at the recommendation of the Center for International Education and the health center board of directors

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional help to the nurse to be out of the clinic for presentations. Also hired new contractual dietician with more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for required health information as well as attend Freshman orientation as previously done every summer. Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be consider
2.2 We will continue to encourage IT to move our new web page to live production as well as continue to update and make changes as indicated by staff, student and parent input.

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center.

3.2 Athletic training students are still planning to observe in the health center and there should be sophomores and seniors again then next year only sophomores will be observing.

**How was this plan and results conveyed to your Division/Department?**
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in January 2017; annual report provided to VP of Student Affairs.

**Evidence, artifacts, and or back up documentation**
No items to display.

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**College of Liberal Arts and Sciences**

**Start:** 7/1/2016  
**End:** 6/30/2017  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** College of Liberal Arts and Sciences  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including K-12 outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

**Specify your Division/Department Actions Priorities/Plans.**

1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.

2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

**What are the Measures/Metrics used to assess effectiveness?**

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved through outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assessment processes themselves when there is informative decision making about the data.

**The process of assessment per Action Plan: How were the results assessed?**

1.a. Planning is continuing for the program.

1.b. Planning is continuing for the program.

1.c. Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. Numbers of students in the Sustainability minor were tracked. Sustainability projects such as Frostburg Grows were assessed for effectiveness.

3.c. Numbers of participants in several CLAS activities were tracked as well as numbers of activities.
3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SG GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?
Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for 15 of the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects, and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with
mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

**How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?**

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

**How was this plan and results conveyed to your Division/Department?**
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

**Evidence, artifacts, and or back up documentation**
No items to display.
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6 - Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers by consulting with students and colleagues in the field.

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis.

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.

Action priority #6 - Develop a modified evaluation instrument through open discussions at both a committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers
Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6 - Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way through the year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals
Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this topic at Dept. meetings.

Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where each should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?

This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation

No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of institutional effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.

Continue current initiative to assess the Library's impact on institutional retention efforts and student success.

Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.

Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support student academic and personal growth and success.

Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Specify your Division/Department Actions Priorities/Plans.
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?
G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is being analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library’s assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library’s impact on student learning and success were administered in Spring 2017, one for students and another for faculty.
G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having been updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been completed.

The criteria used in evaluating policies:
- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:
- The completion of the final phase of a three-year collection development project to inventory the Library's circulating monograph collection in June 2017;

The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of items damaged and in need of repair or deselection; d. the number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since it is also used as a team building project, the matrix helps to ensure each staff member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with.

- An increase in the number/type of the Library’s digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

The measures/metrics used to assess effectiveness: a. The current or proposed focus of curriculum for each academic department as new programs and course changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the course catalog and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:
- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to identify specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student and faculty use;

- A report from the electricians regarding the current status of our electrical use in the building resulting from changes made in the type of computing equipment to lower power usage.
order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester during FY 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical evidence of three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hosted in collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regarding the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, in the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literacy Program, the role of the Library on student learning and student success.
G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student success and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodoko researched the professional literature for examples of library surveys assessing student success. Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa worked directly with staff in the Office of Assessment and Institutional Research to construct the surveys and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in May and June. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. The committee evaluated each policy in the manual using the following criteria: Is it still relevant to our current practices? If not, remove it. Does it need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the policy even if it may only apply to a specific department? Does an existing undocumented policy need to be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian, and being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks collection as it compares to the Library’s catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start of the project would take 3 summers to complete. As projected, we finished assessing 2/3 of the collection in August 2016 and began the review of the final third at the beginning of June 2017. All library staff, including the Library Director, are required to participate in the process. Staff are assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessions.
Each monograph is taken off the shelf so the title and item number can be compared for accuracy to its matching record in the Library’s online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring repairs or corrections can be retrieved later by technical services staff for necessary action. Volumes that are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in the database for which the physical items are missing from the collection and the records need to be removed; c. the number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplicate or irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to work with someone the staff member may not normally work with. Since the data is still being collected, the results are incomplete at this time.

- Increased the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library’s collection utilizing industry standards and best practices. Anna hired student workers to continue cleaning up the Coal Mine Map images; worked closely with the administrators overseeing the College of Education’s Ed.D program to develop and implement procedures for the final review and approval of Ed.D. candidates’ dissertations for publishing in ProQuest’s Digital Dissertations & Theses database, led, as FSU’s representative to the Maryland libraries' digital institutional repository (IR) initiative; directed Ort Library’s successful introduction and initiation to having it's own IR space in MD-SOAR; also coordinated and provided leadership in fully digitizing a three-volume public text related to mine drainage in Western Maryland and nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556. The number of digital items accessible in FSU’s IR space, eScholarship@frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library’s materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. The measures/metrics used to assess effectiveness: a. The current or proposed focus of the curriculum for each academic department as new programs and courses are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b.
annual increase in the cost of each subscription, whether it is a database or a journal. The Library must budget annually a 7% increase in subscriptions due to inflation. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost per article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch monitor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for the committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office space. Construction commenced August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users’ interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map
Collection, a digital collection of over 700 historical maps of local coal mines.

- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, etc.

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leadership. FY 2017 is no exception to this history. Numerous opportunities are presented annually for library staff at all levels at the 17 USMAI-participating institutions to assist with implementing and maintaining the various initiatives that strengthen the resource-sharing and collaborative mission of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the function of the USMAI. At FSU, the Ort Library Director forwards those emails to all department supervisors and library faculty, encouraging them to take advantage of these opportunities and/or support their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu
and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of the cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics
additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until a winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsoring an open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing meetings with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunch sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty from the two departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly with respect to the achievement of information literacy outcomes.
In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library, particularly as they relate to the assessment of the Library’s Information Literacy Program, the role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage of the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis of the inventory, the staff discovered that a great deal of assessment is taking place in the library in a variety of ways but we have not been consistent in how we analyze the data and report it. We also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compliance with the ACRL Standards for Libraries in Higher Education, the library faculty identified numerous performance indicators for which we recommended the need to solicit user input in the form of surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey: to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May and June. Although the number of students and faculty who completed the survey was lower than a suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promote student learning. Group study is definitely a primary reason students use the Library. Despite the low number of participants, the results of this survey are important because they support the decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture and movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAAG that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library staff in June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclusion in Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the policies in the existing General Library Policies Manual. In addition to revising relevant policies and removing those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collection development policies for Special Collections and the Rare Book Room were rewritten by Mary Jo Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amanda Bena, the Library’s Access Services Librarian. A draft of a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library’s 220,000+ circulating monograph collection in 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks collec
as it compares to the Library's catalog records for accuracy in preparation of the migration of holdings records to a new shared USMAI database in approximately 2 years. The project is aiding the Library in assessing the quality of the collection in regard to strengths and weaknesses in academic coverage, locating items in need of repair and identifying titles/collections that are outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library’s digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing the size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU’s historical commencement programs for inclusion in eScholarship@Frostburg, the Library’s shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items. In FY 2017, the size of Ort Library’s digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library’s extensive annual reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff.

To ensure effectiveness in the expenditure of the Library’s materials budget, the library faculty conduct annually three comprehensive reviews of periodical and database subscriptions to ensure adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a periodical in print and it is available online, we discuss the financial feasibility of converting the subscription to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3,648
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a cost of $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 2017 with an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library’s group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Information Technology and Procurement to identify and purchase five collaboration worktables to furnish Library’s five group study rooms. The tables were selected to support new TeamWork collaborative stations and accompanying all-in-one workstations connected to a 48-inch monitor in each room. The equipment is the same that is used in the group study rooms in CCIT. The library staff fi
was important to provide FSU students with the same quality and level of technology they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU’s Faculty Senate, the mission of which is to promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center’s work, and wanting to assist the University in achieving the Middle State’s recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office. Construction commenced in August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all library staff to attend: in January, at the end of May, and in August before school starts. The 3-hour meetings always include an hour of updates, an hour of open discussion, and an hour for professional training/development. In FY 2017, all library staff were presented with the following development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided training on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library’s Access Services Librarian provided a presentation on the Library’s newly revised webpages for ILLiad, the users’ interface for requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library’s Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Director and all department supervisors encourage all library staff to take advantage of the University benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland’s Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky’s School of Information Science Masters program;
- Lisa Hartman is enrolled in the University of Baltimore’s Masters in Public Administration program;
- Theresa Mastrodonato is enrolled in FSU’s Doctorate in Educational Leadership program;
- Emily Zumbrun is enrolled in University of Maryland’s Masters in Library Science program.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess
Throughout the year, all library staff receive emails announcing a variety of training sessions, development opportunities, and University events. For the majority of these activities, the Library Director will forward the announcement again to all staff with a recommendation encouraging them to take advantage of these opportunities if their schedules permit. It is not uncommon to see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE. Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (TAL) in August 2016 and 5 staff members, also including faculty and non-exempt to the Association for College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportunities that were offered to all staff included registration fees and some travel expenses that were paid for by the Library, in addition to other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

Since its establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University System of Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenced over the years by the vast number of joint USMAI initiatives that the FSU Library has participated in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Council of Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI committees:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair of CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance report on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for future conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Short Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Reference Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exploring and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical
services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, staff and to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

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Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and local historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Digital Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship’s (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland’s Digital Systems and Stewardship’s department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan our copies of the newspapers, and in fall of 2016, we received word from DSS that they had received the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attention, and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when handling the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in January 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for User Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued the tedious job preparing the newspapers for transport to the University of Maryland, College Park along with all of their other library-related and supervisory responsibilities. In June 2017, the coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegany County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we are meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Them All" agreement. This policy grants all Allegany County residents the ability to use any one of the cards that provide access to library services at each of our libraries. In other words, FSU students can use their FSU ID cards to check out items from any of the branches of the Allegany County Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards from ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all faculty, students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library’s Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those
to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. The plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director encouraged numerous opportunities to promote the Library’s services and resources to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displays that appeared in every StateLines published this past fiscal year courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celebrate the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week before Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend the first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of library liaisons and academic department faculty representatives was held to review the role of faculty reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments to lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The two departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidence attached to this report. One immediate result from the meeting with the Chemistry Department was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Library to seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strategic plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success and learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and events. It became evident as a result of the student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and local community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collections. With the completion of the inventory of the Stacks collection on 4th and 5th floors by the end of summer 2017, the next phase of this massive assessment project will commence as we begin to analyze the results to identify volumes in the collection that are no longer relevant and need to be deselected from our holdings. This process, the procedures for which are already in place, need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrawal. This process will also involve additional input from the faculty. The ultimate result we hope to achieve is to begin to reduce the amount of shelving in the facility so we can open up space for students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maintaining and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularly regarding the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LAAG devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update where
necessary; identify need for new policy statements and draft appropriate language for inclusion in the Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff and departments.

No additional resources have been allocated in order to conduct this assessment or as a result of its findings other than hours of time devoted by library staff to compile and review the results.

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library’s operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was related to personnel. All staff members, including the Library Director, were assigned to work an average of four two-hour shifts per week for eight weeks in the summer - June and July. This is the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac for the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $30,000 from the Library’s budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from publishers and vendors, based on current cost and the 7% increase for inflation. As stated earlier, the cost of periodical and database subscriptions increases annually, an equal percentage of the Library’s operating budget must be redistributed to cover the subscriptions. Since the Library’s operating budget does not increase, an increase in the funds allocated to pay for periodicals results in a necessary decrease in the funds allocated to academic departments to select monographs to support their curriculum and research. In FY 2017, as reported in the results, the Library increased its ongoing subscription costs approximately $3000 by converting print journals to online, and initiated a new service, Kanopy to provide students and faculty access to streaming video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate those in the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Library's operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.
G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than hours of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly “new acquisitions” list to be sent electronically to all faculty staff and students.

No additional resources have been allocated in order to conduct this activity other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsoring events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments paid for from the Ort Library’s Development Fund or other endowment receipts. In FY 2017, $3,136 were spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometimes resulting in overtime for non-exempt staff. The Library Director will review these expenditures carefully due to a decrease in the allocation of endowment funds for FY 2018.

**How was this plan and results conveyed to your Division/Department?**

Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communiqué is uploaded to the Library’s P-drive and a link emailed to the staff.
- Copies of strategic planning documents, proposals for new services, are provided in advance of the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

**Evidence, artifacts, and or back up documentation**

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

**Publications FY17 Annual Report**

- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** Publications
- **Responsible Roles:** [You do not have access to view this field.]
Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production
   - Streamline catalog editing procedures
     - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
     - Produce undergrad catalog utilizing new procedure
5. Begin preparing fundraising campaign materials
   - Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:
Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
Campaigns started mid-October, concluded June 2

- 128,191 emails sent
- 23% open and 23% clicks

3. Inauguration materials:
   - An attractive and coordinated set of materials was created including invitation packages, evites, Save the Date postcards, programs, signage (some in compressed time) and on time.

4. Undergrad catalog production:
   - Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:
   - Outline for brochure content prepared; brochure template prepared; writing staff was ready to begin creating mini-brochures

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
Impact on operations and focus for upcoming year:

1. Website:
   - Because the site has been launched, CommMedia staff involved with the creation of the site (design of site, design and creation of all new marketing pages - content, images and design) can focus time and efforts on regular responsibilities.
   - We can move forward with helping to build or migrate our own division’s web pages.
   - Marketing & Branding funds used for web content writing can be reallocated to other marketing efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platform that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,000 saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundant efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as the campaign revs up.

How was this plan and results conveyed to your Division/Department?
Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia at monthly staff meetings.

**Evidence, artifacts, and or back up documentation**
- Academic Program page checklist
- Marketing Page Tracker

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**Frostburg Strategic Goal #6: Serve as a catalyst for economic development in Western Maryland, the region, and the state.**

- **Start:** 7/1/2012
- **End:** 6/30/2017
- **Progress:**
  - **Providing Department:** Frostburg
  - **Responsible Roles:**

**Related Items**

1.6: Continue the implementation of the report of the UEI, specifically in the advancement of students’ core skills, including the institution of speaking- and writing-intensive mandates.

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**

Continue the implementation of the report of the UEI, specifically in the advancement of students’ core skills, including the institution of speaking- and writing-intensive mandates.

- **Providing Department:** Frostburg
- **Documentation**
  No items to display.

**Data from Baseline**

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6.1: Conduct a comprehensive assessment of the institution’s economic impact and contributions to the social and cultural fabric of the region.

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**

Conduct a comprehensive assessment of the institution’s economic impact and contributions to the social and cultural fabric of the region.

- **Providing Department:** Frostburg
- **Documentation**
  No items to display.

**Data from Baseline**
Responsible Roles:

6.1: Conduct and Assessment on the Regional Economic Impact  
**Start:** 7/1/2012  
**End:** 6/30/2013  
**Progress:**

**Action Priority**
Using the 2012 report as a baseline, in 2017 conduct an economic impact assessment of the institution’s contributions to the social and cultural fabric of the region.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

Responsible Roles:

6.1: Using the 2012 report as a baseline, in 2017 conduct an economic impact assessment of the institution’s contributions to the social and cultural fabric of the region.  
**Start:** 7/1/2013  
**End:** 6/30/2014  
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

Responsible Roles:

6.2: Evaluate the adequacy of resources and efficacy of institutional structures that support FSU’s goals of regional outreach, economic development, workforce development, and community service.  
**Start:** 7/1/2014  
**End:** 6/30/2015  
**Progress:** Ongoing

**Action Priority**
Evaluate the adequacy of resources and efficacy of institutional structures that support FSU’s goals of regional outreach, economic development, workforce development, and community service.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

Responsible Roles:
6.2: Evaluate the Adequacy and Efficacy in Spending

**Start:** 7/1/2012
**End:** 6/30/2013
**Progress:**

**Action Priority**
Evaluate the adequacy and efficacy in spending of current resources and institutional structures that support the institution’s goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific resources to desired outcomes.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

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6.2: Evaluate the adequacy and efficacy in spending of current resources and institutional structures that support the institution’s goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific

**Start:** 7/1/2013
**End:** 6/30/2014
**Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**

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6.3: Establish Annual Goals

**Start:** 7/1/2012
**End:** 6/30/2013
**Progress:**

**Action Priority**
Establish annual goals in seeking extramural financial resources to augment and amplify the institution’s resource needs in its fulfillment of the economic development and public service needs of the region.

**Providing Department:** Frostburg

**Documentation**
No items to display.

**Data from Baseline**

**Responsible Roles:**
6.3: Establish annual goals in seeking extramural financial resources to augment and amplify the institution’s resource needs in its fulfillment of the economic development and public service needs of the region.

- **Start:** 7/1/2013
- **End:** 6/30/2014
- **Progress:**

**Action Priority**

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

6.3: Seek resources to support the institution’s fulfillment of the economic development and public service needs of the region.

- **Start:** 7/1/2014
- **End:** 6/30/2015
- **Progress:** Ongoing

**Action Priority**

Seek resources to support the institution’s fulfillment of the economic development and public service needs of the region.

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

6.4: Enumerate and Inform the University’s Constituencies on Economic Development

- **Start:** 7/1/2012
- **End:** 6/30/2013
- **Progress:**

**Action Priority**

Enumerate and inform the University’s constituencies of the full range of economic development and community service initiatives, accomplishments, and recognitions.

**Providing Department:** Frostburg

**Documentation**

No items to display.

**Data from Baseline**

**Responsible Roles:**

6.4: Identify and inform the University’s constituencies of the full range of economic development and community service and cultural initiatives, accomplishments, and
recognitions.
  
  **Start:** 7/1/2013  
  **End:** 6/30/2014  
  **Progress:**  
  
  **Action Priority**  
  
  **Providing Department:** Frostburg  
  
  **Documentation**  
  No items to display.

**Data from Baseline**

**Responsible Roles:**

**Advance: Developing Relationships**
  
  **Start:** 9/1/2013  
  **End:** 8/31/2014  
  **Progress:**  
  
  **Action Priority**  
  
  **Providing Department:** University Advancement  
  
  **Documentation**  
  - Storyboard

**Data from Baseline**

**Responsible Roles:**

**Advance: Raising Awareness**
  
  **Start:** 9/1/2013  
  **End:** 8/31/2014  
  **Progress:**  
  
  **Action Priority**  
  
  **Providing Department:** University Advancement  
  
  **Documentation**  
  - Storyboard

**Data from Baseline**

**Responsible Roles:**

**2016 Annual Report**
  
  **Start:** 7/1/2016  
  **End:** 6/30/2017  
  **Progress:** [You do not have access to view this field.]  
  **Providing Department:** Visual Arts  
  **Responsible Roles:** [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Mission
The mission of the Department of Visual Arts is to provide a Bachelor of Fine Arts degree, which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs. Program Objectives parallel professional expectations.

The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA;
- To foster degree candidates’ mastery and proficiency in media handling and critical thinking in line with professional expectations;
- To encourage degree candidates’ development of original aesthetic visions;
- To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving skills;
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustration, art education, art history and fine arts shall aid in the recruitment and retention of students as well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.

Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:
• Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.
• Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
• Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
• Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

• Continue all experiential learning opportunities for BFA students.
• Lobby for an increase in the departmental operations budget. Current Department needs require budget in
• Continue to implement Artstor for faculty use in all classes.
• Increase our involvement with Frostburg’s Social Media Group.
• Continue Facebook presence for the Stephanie Ann Roper Gallery.
• Continue to work on the department’s website and produce additional promotional print and electronic mail for recruitment.
• Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, grants and student experiential experiences.
• Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Co. School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.
• Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are completing a Masters program at FSU.
• Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to national expectations for a BFA.

• Candidates were supplied all resources.

To foster degree candidates’ mastery and proficiency in media handling and critical thinking with professional expectations.

• Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates’ development of original aesthetic visions.

• Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates’ awareness of diverse artistic trends across history, geography, race, nationality, and gender.

• This awareness was fostered in all classes including art history classes.
To challenge degree candidates to develop and maximize their creative problem solving skill:
- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.
- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.
- Alumni came to give guest lectures. Students had contact with the community through shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional intern and graduate school applications.
- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.
- This was accomplished by students being awarded BFA and MAT degrees.

**The process of assessment per Action Plan: How were the results assessed?**

**Faculty/Staffing Needs:**

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

**Safety, Facilities Maintenance:**

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms
No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.
This was successfully completed. All spaces are now allocated.

**Further Priorities:**

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs require budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg’s Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook presence is there for the Visual Arts Department.

Continue to work on the department’s website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show
sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de-

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie-
participate in departmental planning and departmentally sponsored professional developmer-

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Rope-
Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities in light of the forthcoming Mission Statement and plan for the university-at-large. We have cre-
committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education courses at English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ-
units, student groups on campus, the Frostburg community, off-campus professionals, and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages has unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.
Specify your Division/Department Actions Priorities/Plans.

Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basic Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review – During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENGL in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty will learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.
Advising Boards - Continue to foster ties with advising boards to our programs.

**Goal 4: ELL/ENGL/MDFL cooperation**

CIE - Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

**Goal 5: Cover Staffing Needs**

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

**What are the Measures/Metrics used to assess effectiveness?**

**Goal 1: Assessment**

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department committees and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all sections of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept track of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

**Goal 2: Professional Development**
Our administrative assistant tracks the number of faculty members who use their department stipend to present research at conferences. In order to track our achievements in more detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the future.

**Goal 3: Cooperative Ventures**

For the first action priority under this goal, department members self-report collaborative work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

**Goal 4: ELL/ENGL/MDFL cooperation**

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from year to year.

**Goal 5: Cover Staffing Needs**

We measure success in this area by whether or not we are able to hire for the position(s).

**The process of assessment per Action Plan: How were the results assessed?**

For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized and placed in folders for the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folders for the committe
members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data are analyzed by the chair of the committee and presented to the department during one of our meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each class per semester over the last 5-10 years. Then the faculty members for each concentration make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year and (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point. Student recruitment initiatives themselves are not assessed other than looking at overall increases or decreases in the number of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members have to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty,
is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in the ratio between part-time and full-time faculty as well as the number of overloads carried by faculty members.

**What were the results?**

**Assessment**

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an **assessment tool** and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that works with the GEP assessment of our 300-level writing classes. By doing so, we will be able to track progress that students make in meeting the goals and outcomes over multiple semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department’s Assessment Committee adapted the **AAC&U rubric on Written Communication** for this purpose. We began the assessment using ENGL 308 in both **the fall** and **the spring** using the guidelines given to us by the Provost’s Office. We successfully gathered data and reported it to AIR.

The department’s Assessment Committee revised the **Capstone rubric** based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey for majors, which was distributed in the Capstone class and adapted from the **MLA exit survey** for majors. Dr. Morris presented **the data** to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - **Literature**: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a **new course rotation** for the upper division courses so that courses be offered less frequently in order to fill. They also eliminated **ENGL 421** because students are not as interested in Jane Austen as they used to be.

Concentration - **Creative Writing**: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - **Professional Writing**: The CC passed a proposal to offer **ENGL 438: Applied Digital Writing** less frequently so that the course would fill when offered.

Concentration - **Teaching**: The department updated the advising sheets to reflect the change in class requirements instituted by the COE.
Program - FLL
Concentration - Spanish: After careful review of programs at our peer institutions, CC passed the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same material as the eliminated 6. This provides students and instructors with a more efficient use of time meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the change: the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer’s comments as well as the program’s response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost’s Office, this class was not a viable option this time around. Specifically, the instructors completing the assessment were supposed to be tenured/tenure track. Instead, select 308 instructors were provided with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development
The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures
In addition to collaborations between faculty members in a variety of departments across campus, our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and off campus.

In addition to having representatives at all Open Houses (including the early session from 9:00-10), the department created a 3-person student recruitment committee to target prospective...
incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best practi in our field and preparing students for the various careers to which our degree can lead.

**ELL/ENGL/MDFL Cooperation**

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for vocal performance. We are hopeful that the program review will provide us with a strategic plan to address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a se major.

**Cover Staffing Needs**

Based on our department’s assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advan

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on the goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, an Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcomes not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course offer to its duties. We hope to expand our tracking of the types of professional development activity in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to
continue in our cooperative ventures, for our department is known for working across discipl
and for preparing our students for the job market. The work between CIE, ENGL, and FLL w
international students seems to have improved over this past year, so we plan to try the san
placement and advising process again. As we did last year, we will look into the financial
feasibility of hiring a work study student to aid with departmental work, including tracking f
members' professional development and service activities.

How was this plan and results conveyed to your Division/Department?
The department reviews goals and action priorities at its May meeting where a vote is taken
adopt them. Once they are passed, various members of the department are asked and/or
volunteer to help the department achieve these items. The annual department retreat each
September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
- Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015
Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. This project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training
2. Complete the Middle States Monitoring Report: Submission of report
3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)
4. Create and facilitate training for departments to use a faculty workload calculator: Training provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.
2. Complete the Middle States Monitoring Report: Response from visiting team
3. Conduct and/or facilitate assessment training: Satisfaction survey for participants
4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)
2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training)

4. Create and facilitate training for departments to use a faculty workload calculator.

**How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?**

Focus will remain on analytics projects. Staff time was reallocated to both projects which delayed some ad hoc internal data requests.

**How was this plan and results conveyed to your Division/Department?**

Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

**Evidence, artifacts, and or back up documentation**

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

**2016 Auxiliary Annual Report**

**Start:** 1/1/2016  
**End:** 12/31/2016  
**Progress:** [You do not have access to view this field.]  
**Providing Department:** Auxiliary  
**Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**

1. Emphasize customer service.  
2. Deliver quality products and services that are competitively priced.

**Specify your Division/Department Actions Priorities/Plans.**

- AP1- Increase customer satisfaction @ Appalachian Station.  
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.
What are the Measures/Metrics used to assess effectiveness?
- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each station as well at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?
- AP1- The meal equivalency start time was moved up to correspond to class scheduled times. This allowed customers to get in the Station sooner and reduced the backlog. Customer surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look at sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 year high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service increased 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

How was this plan and results conveyed to your Division/Department?
- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP for Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP for Finance.

Evidence, artifacts, and or back up documentation
- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Decrease the University's turnover rate for salary and benefited positions so that the turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?
- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

The process of assessment per Action Plan: How were the results assessed?
- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?
- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased to 1.2%.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
- AP1- For FY 2018 the University was not able to continue with the reduction in the turnover rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budget reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and as the goal was attained. Resources were reallocated to meet this goal and a high level of priority was placed on the facility renewal of the campus.

How was this plan and results conveyed to your Division/Department?
- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
The facility renewal goal is discussed in the A&F staff meetings as an overview of the budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings).

Evidence, artifacts, and or back up documentation

- AP1
  - Object 01 summary for WB book fY2016
  - Object 01 summary for WB book fY2017
  - Object 01 summary for WB book fY2018

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide workforce needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program.

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 or 5% increase)
   a. Setting enrollment targets
   b. Develop a "Grow Your Own" recruitment strategy
c. Increase digital marketing efforts
d. Increase number of Graduate Fairs attended for outside recruitment
e. Host recruitment webinars for the MBA, Ed.D. and MBA program
f. Participate in the website redesign
g. Develop and implement new online "user friendley" application for admission
h. Continue international recruitment efforts

2. Graduate Program Offerings:
Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.

a. Support new program development
b. Coordinate the redesign of the M.Ed. Interdisciplinary program
c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:
Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey
b. Coordinate the redesign of the online education survey
c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate education

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus
b. Coordinate the meet and confer meetings for GAs with administration
c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality
a. Participate in the USM Assessment Initiative
b. Participate in GLAAG
c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase). Measure: Enrollment Data, Application Data, Retention Data

2. Graduate Program Offerings: Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs. Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS. Measures: Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Retention Data

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program. Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality. Measures: Student Survey Data and 6 year Graduate Rates

The process of assessment per Action Plan: How were the results assessed?

What were the results?

1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to the large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the program at the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) primarily due to the exit of large groups of MS Computer Science international students over the past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to study at Frostburg State University.
the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to 2017. (See supporting documents for enrollment data trends details).
<table>
<thead>
<tr>
<th>Action Priorities</th>
<th>Status/Outcome</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting Enrollment Targets</td>
<td>Completed and shared with Program Coordinators</td>
<td>Enrollment Target Document</td>
<td>Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.</td>
</tr>
<tr>
<td>Marketing</td>
<td>Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.</td>
<td>Sample Announcement of Information Sessions</td>
<td>The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.</td>
</tr>
<tr>
<td>Website redesign</td>
<td>Completed</td>
<td>See Website</td>
<td>Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process. Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Increased Graduate Fair Recruitment Events</td>
<td>Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.</td>
<td></td>
<td>Redirect staff and budget to digital recruitment initiatives such as webinars which show better results and more effective use of staff time.</td>
</tr>
<tr>
<td>Webinars</td>
<td>Developed and held 20 webinars for MAT, Ed.D. and MBA programs. 97 registrants and 47 attendees.</td>
<td>Sample Registration report</td>
<td>Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.</td>
</tr>
<tr>
<td>International</td>
<td>Developed and New</td>
<td></td>
<td>Revise agreement and</td>
</tr>
</tbody>
</table>
Student Initiatives
implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.

Support New Program Development and Program Redesign
See Goal 2 Report

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions within the semester, an additional program (M.Ed. Interdisciplinary) has completed the first phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program has moved past phase I developed gaining FSU leadership support and is targeted for a start date in summer of 2019 pending further development and internal and external governance approval.
<table>
<thead>
<tr>
<th>Action Priority</th>
<th>Program Title</th>
<th>Start Date</th>
<th>Status/Outcomes</th>
<th>Supporting Documents</th>
<th>Next Steps/Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support New Program Development</td>
<td>2 Master of Science in Nursing</td>
<td>Fall 2018</td>
<td>Internal Governance completed, External MHEC Approval pending</td>
<td>Proposal, Email</td>
<td>Steps/Improvement Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Development</td>
</tr>
<tr>
<td>MS Physician Assistant Studies</td>
<td>Summer 2019</td>
<td></td>
<td>Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.</td>
<td>MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections</td>
<td>Continue with Program Development. Move goal to next year</td>
</tr>
<tr>
<td>Support Redesign of Interdisciplinary Program</td>
<td>1 M.Ed.</td>
<td>Fall 2018</td>
<td>Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017, Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Minutes, Purpose and Objectives review, Enrollment to next year. Data, Powerpoint/Market Data, Survey Data, Assessment of fall and spring 2017/18 enrollment data and develop a student satisfaction survey to assess students satisfaction with the new model.</td>
<td>Continue with Phase II. Move goal to next year.</td>
</tr>
<tr>
<td>New Delivery Model for MBA program</td>
<td>1 MBA - 7 week model</td>
<td>Fall 2017</td>
<td>Completed - Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.</td>
<td>Stakeholder Meeting Summary 2017/128 Issues/Concerns, 7 week interest survey Implementation and develop a student satisfaction survey to assess students satisfaction with the new model.</td>
<td>New Goal next year.</td>
</tr>
</tbody>
</table>

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency and effectiveness. This work resulted in collection of data which will be used in the future for the
purposes of program improvement. One was the redesign of the universities exit survey to address graduate students and the second was the redesign of the online education survey which will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

**Exit Survey:** Office of Graduate Services worked with IR department to redesign the graduation exit survey to assure that exit data which is being collected provides for appropriate data collection to inform improvement in graduate programs. Prior to this, the same exit survey was being used for Graduate and Undergraduate students. Data was not shared with the Office of Graduate Services did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the Office of Graduate Services. The plan is to share this data with Program Coordinators and Deans this fall to develop a follow up plan to address any areas for improvement. (See supporting documents for survey data)

**Online Survey:** The OGS, through leadership of the Distance Education Advisory Group, has able to lead the redesign of the online education survey which was piloted this summer. This addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be available at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

**Helio/Lynx:** The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs system data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Supporting Survey Results</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of Exit Survey</td>
<td>Survey Completed and Implemented</td>
<td>Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring 2017 Graduation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online Education Survey Redesign</td>
<td>Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer</td>
<td>Survey, DEAG Meeting Minutes</td>
<td>Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helio/Lynx Data Collection and Analysis</td>
<td>In Progress, Draft Dashboard</td>
<td>See Baseline dashboard.</td>
<td>Continue progress on development of graduate enrollment dashboards. Move goal to next year.</td>
</tr>
<tr>
<td></td>
<td>developed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which resulted in an enrollment formula allocation and redistribution of GA positions within the university. The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from the COE to the COB to assure that students were not negatively impacted by this transition. New policies were developed and implemented and the fall awards are now complete.

The Spring meet and confer meeting was held and a summary of issues to address has been developed with recommendations on actions which will be shared with the Graduate Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress on this task.
### Graduate Assistantship Reallocation Implementation

All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017.

### Meet and Confer

Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018.

### GA Satisfaction Survey

Not completed

### 5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessment Convening Planning and assisted in the coordination of getting representation from the FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learning assessment initiative is being coordinated by the Provost office through GLAAG which did not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned and implemented last year. The Graduate Exit Survey was redesigned and implemented in May. Prior to this the survey was coordinated by IR and was primarily gathering undergraduate data. However, the IR director reached out to include Graduate Education to provide the opportunity to collect exit data more appropriate for graduate education. This survey was redesigned and implemented in May. Data has been collected and will be analyzed and shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which can be used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data will be analyzed and shared in fall 2017.
<table>
<thead>
<tr>
<th>Task</th>
<th>Status/Outcome Supporting Documents</th>
<th>Next Steps/Improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in USM Assessment Convening</td>
<td>Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.</td>
<td>This initiative is now being led by the Provost office, therefore next steps will be determined by the Provost.</td>
</tr>
<tr>
<td>Participate in GLAAG Committee</td>
<td>This committee did not meet.</td>
<td></td>
</tr>
<tr>
<td>Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.</td>
<td>Completed</td>
<td>Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.</td>
</tr>
<tr>
<td>Provide data to programs related to quality in graduate programs and support services</td>
<td>Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.</td>
<td>See survey documents</td>
</tr>
</tbody>
</table>

How have the results impacted operations (if at all) including 1) What is the focus for upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. This is the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)
c. We are implementing new technologies to track enrollment and improve enrollment processes. Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Services but within the university).

d. This plan is providing a framework for better collaboration with programs to address enrollment issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement).

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result.

**Focus for upcoming year:**

a. Assessment of 7 week MBA model on student satisfaction.

b. Implementation of student surveys and development of a plan for working with programs to use the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and program improvement.

d. Implementation of the new online application.

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary.

**How was this plan and results conveyed to your Division/Department?**
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinators and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.
Evidence, artifacts, and or back up documentation

Goal 1: Enrollment
Copy of enroll_goals_AIR_10272016
Enrollment and Graduation Rates Fall to Fall Trends

Goal 2: Graduate Program Offerings
BUDGET PROJECTIONS FINAL 6-23-17
M.Ed. Program Outcomes and Focus Area Outcomes
Meeting Summary 1-19-2007
Physician Assistant Program Development Timeline
Physician Assistant Program Development Update - 6-23-17

Goal 3: Efficiency and Effectiveness
2017-Summer-Online-Education-Survey
Frostburg-State-University-Experience-Spring-2017

Goal 4: Advocacy for Graduate Assistants
Spring 2017 Graduate Assistant Meet and Confer Meeting Summary

Goal 5: Advocacy for Academic Quality

2016 University Police Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: University Police
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize provision of professional law enforcement services to the campus community.
2. Build community relations by providing professional ancillary services to the campus community.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2)

What are the Measures/Metrics used to assess effectiveness?
AP 1 - Deploy BWCS to every on-duty police officer at FSUPD. BWCS provide additional evidence officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted ad the ration of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

The process of assessment per Action Plan: How were the results assessed?
AP 1 - We successfully procured the BWC's developed an internal policy and deployed the
equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 923 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?
AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an officer’s conduct. In that case a review of the contents of the captured BWC video resolved the issue.

Following implementation of the BWC program newspaper articles were published in the local university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian fingerprinting equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. The personnel costs are offset by the administrative fee charged for the service. Students now are able to have their required prints taken on site for the several programs which require them.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostburg Community Coalition. Additional BWCs and associated hardware and software were supported financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant have been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required of the program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employees sign up to fingerprint those with an appointment. This program will continue into the future.

How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bottom up goals to be pursued and command staff vet ideas through the patrol force to assess viability and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.
Evidence, artifacts, and or back up documentation

2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors
4. To reestablish and strengthen connections with graduates of the philosophy program
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities
6. To increase opportunities for faculty and staff professional development
7. To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department’s mission and goals

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for General Education Program

Supporting

○ PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
○ CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS...)
○ CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
2. **Develop and pass through governance a revised philosophy major curriculum**

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205**

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s
mission and goals
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

   Supporting

   - PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner...)

7. Organize intellectually and socially engaging co-curricular and extra-curricular programs

   Supporting

   - PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner...)

What are the Measures/Metrics used to assess effectiveness?
See Results below

The process of assessment per Action Plan: How were the results assessed?
See Results below

What were the results?
   Philosophy Department Report on Action Priority Outcomes (2016-17)
   Submitted: July 19, 2017

   Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

1. To be recognized as a center of excellence for critical thinking and ethics education
2. To improve the learning experience for students, and the teaching experience for...
To advance its mission and achieve its strategic goals, the Philosophy Department

1. Establish a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program vis-à-vis critical thinking for FSU’s General Education Program. This initiative involved the following actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize the notion of critical thinking and to create a rubric instrument (see supporting material);
- Holding multiple calibration (“norming”) sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment results (“closed the loop”);
- Assisting in writing the final report on the university’s assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost’s Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from the Provost’s Office and Office of Assessment and Institutional Research (see supporting material).

2. Develop and pass through governance a revised philosophy major curriculum
Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go into effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
   1. Philosophy Major
   2. Philosophy Minor

2. New Courses
   1. PHIL 100 Critical Thinking
   2. PHIL 310 Classics of Western Philosophy
   3. PHIL 498 Practicum in Philosophy

3. Number Changes for Existing Courses
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic

4. Change of Catalog Descriptions
   1. PHIL 201 Ethics à PHIL 301 Ethics
   2. PHIL 205 Logic à PHIL 300 Logic
   3. PHIL 492 Internship Project in Philosophy

5. Delete Courses
   1. PHIL 202 History of Philosophy: Ancient and Medieval
   2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department’s faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program’s regularly scheduled academic program review (2015), 2) the philosophy program’s ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curriculum is wholly consistent with the American Philosophical Association’s Statement on the Philosophy Major, which serves as the program’s primary external benchmark.

3. Establish a scholarship for philosophy students
Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Student Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (University Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)

Status: On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closely with the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Room upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 (Obtain the...resources necessary to support the Department’s mission and goals)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing
The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major obstacle to the success of the philosophy program. These shortcomings inhibit instructional effectiveness and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technology resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations to Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean’s Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. She acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout the year including department meetings, seminars, Reacting-to-the-Past Team meetings, and social events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

7. Organize intellectually and socially engaging co-curricular and extra-curricular programs
Supporting

- PHIL Strategic Goal #6 (Build relations...that enhance the quality of life for our community)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner...)

Status: Completed

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philosophy at West Virginia University. (October 25, 2016) Over 100 members of the campus and local communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization of American police forces. (November 9, 2016) For this event, the Philosophy Department collaborated with FSU’s Law & Society Program and the Allegany County MD NAACP Chapter. See supporting material.
- Philosophy student Michael Bartholomew presented a paper at West Virginia University’s National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein, Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the campus and local communities attended, including members of the Ethics Committee for the Western Maryland Health System. For this event, the Philosophy Department collaborated with FSU’s Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake News, and Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated with faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU’s Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2017) See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers at the CLAS Undergraduate Research Symposium. (May 5, 2017) Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. (May 24, 2017)

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

See Results above.

How was this plan and results conveyed to your Division/Department?

The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department members reviewed the strategic plan and assessed progress made in completing the Action Priorities.
The department chair drafted and circulated the Annual Report, soliciting input from department members. The final draft was distributed to department members.

**Evidence, artifacts, and or back up documentation**
- 2016-17 PHIL Annual Report Supporting Material
- Action Priority 1
  - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
- Action Priority 2
  - 2017 PHIL 1 Proposal
- Action Priority 3
  - 79392_Philosophy Department Scholarship DRAFT_12-2016
- Action Priority 6
  - Humanities Center
- Action Priority 7
  - Cerbone Forum Poster
  - Do Not Resist Poster
  - Spring 2017 PHIL Forum

**2016-2017 College of Education Annual Report**
- **Start:** 7/1/2016
- **End:** 6/30/2017
- **Progress:** [You do not have access to view this field.]
- **Providing Department:** College of Education
- **Responsible Roles:** [You do not have access to view this field.]

**Specify your Division/Department Goals Priorities.**
- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

**Specify your Division/Department Actions Priorities/Plans.**
- **Student Recruitment and Retention Efforts** - The COE Dean requested each department develop a plan to recruit and retain candidates.
- **Analyzing Existing Programs** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- **Promote Activities of Educational Distinction** - The COE Dean provided funds to support distinguished
activities.

- **Recruit and Retain Diverse and Talented Faculty and Staff** - The COE Dean approved search committee efforts to recruit new faculty positions that promoted diversity and professional distinction.

- **Expand and Develop Educational Initiatives for Western Maryland, the Region and State** - The COE Dean requested departments provide information on ways to support new educational initiatives.

**What are the Measures/Metrics used to assess effectiveness?**

- **Recruitment and Retention of students** - Metric & Measure: Enrollment numbers and Coordinators’ progress information.

- **Programs** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.


- **Recruitment and Retention of diverse faculty** - Measure: Success of open searches in relation to obtaining diverse candidates.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction.

**The process of assessment per Action Plan: How were the results assessed?**

- **Recruitment and Retention of students** - Coordinators have been monitoring enrollment numbers and working on program materials (handbooks with policies and procedures) for retention.

- **Programs** - Measure and Metric: Program Coordinators have completed accreditation reports for individual programs. Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.

- **Educational Distinction** - Measure: Yearly Evaluations include Coordinator's identification of educational distinction efforts. Grant reporting provides a measure of educational distinction within the COE.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: Department report on educational initiatives of distinction through strategic plan outcomes.

**What were the results?**

- **Recruitment and Retention of students** - Metric & Measure: Fall 2017 data has not been released, which will provide an update on this past year's efforts to increase enrollment.

- **Programs** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NCATE visit were successful with the final report due in October 2017. Exercise Sports Science secured initial accreditation through CoAES a division of CAAHEP.

- **Educational Distinction** - Measure: FSU entered into a collaborative grant with Coppin State University to provide urban and rural experiences and expand cultural competency through the development of micro-credentials. Two modules will be implemented in the fall of 2017.

- **Recruitment and Retention of diverse faculty** - Measure: Ongoing efforts.

- **Expand and Develop Initiatives** - Measure: See departmental strategic plans.
How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

The focus for the upcoming year’s plan will be to increase enrollment, search for diverse faculty and staff when new positions are approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse experiential learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in the College to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU’s educational programs.

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiatives in the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland Legacy Areas Program.

Funds will be allocated for recruitment efforts both at the College level and through department funds.

How was this plan and results conveyed to your Division/Department?
Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College of Education retreat. The College of Education Curriculum Committee will begin work on the 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at the August 2017 retreat for college faculty members’ feedback.

Evidence, artifacts, and or back up documentation
No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging needs to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goal #1 and #5.)

Goal #4 Implement strategic space utilization plan to better serve component programs of the College.
Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement of recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.
1.1.2 Identify strategies for recruitment and retention of quality students.
1.1.3 Implement the strategies
1.1.4 Evaluate success of strategies implemented
1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students to promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.
1.2.2 Develop or update Student Handbooks for each program to meet that program’s mission and vision.
1.2.3 Establish collegial support to develop consistent policies and procedures across programs, where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.
2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.
2.1.3 Encourage all programs to seek input from recent graduates and their employers in order to address market needs.
Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.
3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates’ teaching effectiveness.
5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.
6.1.2 Strengthen relationships with current experiential learning sites.
6.1.3 Increase the number and diversity of experiential learning sites.
6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:
Priority 1.1
Metrics:
1. Recruit and retention committee formed and active
2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2
Metrics
1. Each program will have a student handbook.
2. Each program will load the student handbook to the department’s website.

Priority 2.1
Metrics
1. Analyze data and make programmatic changes as needed.
2. Maintain or achieve accreditation.

Priority 3.1
Metrics
1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1
Metrics
1. Summarization of utilization chart for academic spaces.

Priority 5.1
Metrics
1. Review student evaluations of candidates.

Priority 6.1
Metrics
1. Qualitative and quantitative report.
The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. The department worked on the plan in early Spring 2017 but the document was not finalized and the department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditation for all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently we do not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming year.

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently very limited in resources thus the need for additional help to be able to work strategically towards achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answer the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and starting to work on the action items listed in the plan. As mentioned before, the current strategic plan is still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources were allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the action items identified.
How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation
Award Letter

2016-2017 Lane University Center Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
* SCI Department
Goal 1
SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.

* SCI Department
Goal 2
SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.

* SCI Department
Goal 3
SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

Specify your Division/Department Actions Priorities/Plans.
Goal 1, LUC Action Priority 1
LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

Goal 2, LUC Action Priority 1
LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

Goal 2, LUC Action Priority 2
LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

Goal 3, LUC Action Priority 1
Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.
What are the Measures/Metrics used to assess effectiveness?

**Goal 1, LUC Action Priority 1:** LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employment and identify transferable skill students desire prior to transitioning to the workforce.

**Goal 2, LUC Action Priority 1:** LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate a need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

**Goal 2, LUC Action Priority 2:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate a strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

**Goal 3, LUC Action Priority 1:** LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student oriented, and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a need to improve efficiency with regard to processing reservations, event data, and customer billing.
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related
satisfaction with the process once implemented, while acknowledging the need for improvement.

The process of assessment per Action Plan: How were the results assessed?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employment and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improvement with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operations.
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicate need for improvement of both the Game Room operation and the Fitness Center operation based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipment.
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expanded services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicators with regard to the following factors, while allowing for room for improvement: college union has positive environment, union staff, college union is student oriented, and union cleanliness.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improvement with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orient
and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a
  need to improve efficiency with regard to processing reservations, event data, and customer bi
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related
  satisfaction with the process once implemented, while acknowledging the need for
  improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu
Student Employees indicate a need and a desire for focused development of transferable sk
along with professionalism, customer service, and leadership development, which was concu
with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs d
the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extreme
satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the
lowest with a moderate “neutral” ranking were with regard to the overall quality of the
equipment. The majority of respondents indicated their primary use of equipment in the area
the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather
qualitative data with regard to the Lane University Center. Combined with interviews from a
random sampling of users of the facility, a strong need for reallocation of resources to this a
was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center’s involvement with the Association of College Unions
International, research was conducted across all member institutions with regard to student
policies and procedures. Following the research, areas for improvement and development w
identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their
organization needs and the general difficulty in securing space on campus due to intensive
demands. Ad-hoc focus groups were held with students and departments utilizing services t
quire about needs and concerns, which were then addressed in the development of the dr
policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit
Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 semester to assess the efforts for this action priority. Data collected indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that was implemented July 10, 2017.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year's plan; and 2) Were resources allocated or redistributed based on the results?

**Goal 1, LUC Action Priority 1:**

Results from the research and review of sister institutions indicated a strong need for a formal student employment program that establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. This program will be implemented beginning with the fall 2017 semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and human – for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approximately $15,000 will be allocated for the SEE Program in the form of student staff salaries and operational supplies for the training portion of the program. Human resources have been reallocated in the form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides a number of benefits, including opportunities to support lifelong learning and the development of transferable skills. In addition to learning about their particular area of responsibility within the University Center, students will have the opportunity to participate in training opportunities to further their success in their current position and to position yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding, training, evaluation, and departure from employment with the ultimate goal of preparing student employees for the human resource processes they will encounter as they enter the workforce.

As part of the SEE Program research and planning process, a blended model of student employee training has been selected and is slated for implementation starting with the fall 2017 semester. This training couples a Virtual Training and Orientation Program that students will complete.
prior to attending an in-house and in-depth training program. Followed by on-the-job training and recurring developmental opportunities throughout the academic year, the SEE Program represents a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this program. This process includes four instruments delivered prior to the Virtual Training, prior to in-house training, after in-house training, and at the end of the academic year. The collection of this data over the 2017 - 2018 fiscal year will allow for a review and revision of the training program to meet established student learning outcomes.

**Goal 2, LUC Action Priority 1:**

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Game Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

**Fitness Center:**

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this area was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resources, reallocation of XXX in funding was made for the repair of equipment in the area combined with XXX in funding allocated for preventative maintenance endeavors. Additionally, based on user feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

**Game Room:**

An electronic assessment survey was delivered for the Game Room through Campus Labs during the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of “extremely satisfied” with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate “neutral” ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pool table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward preventative maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal and human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocated increasing the video game selection and equipment provided in the area.
Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development were identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services to inquire about needs and concerns, which were then addressed in the development of the draft policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affairs on March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane University Center, development, maintenance, and expanded utilization is a critical endeavor. Based on industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented July 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time and effort towards the utilization and maintenance of EMS, not only for the Lane University Center for the entire campus. As part of this examination, review, as well as industry best practices, the need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to be the primary point of contact for event services in the Lane University Center. This included the reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individual’s efforts in incorporating billing, setup diagrams, customer notes, and events notes into EMS is posed to improve the overall customer experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spring 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcing the need for restructuring and reallocation of resources that then was implemented July 10, 2017.

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as the SCI management team following the development of the action priorities. The results are communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academic period at one-on-one meetings, department staff meetings, email updates, at the Department All Staff Meetings, and the Exempt Staff Meetings.
Evidence, artifacts, and or back up documentation

Benchmark Metrics Report
Event-Survey
Lane University Center EBI Summary Report
Room Statistics

2016-2017_Department of Educational Professions Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the College.
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, social, and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
1.1 Develop, analyze and maintain a department strategic plan for recruitment and retention.

2. Maintain and expand a Department Advising Center to assist with student retention.

3. Analyze department policies and procedures to determine activities that will allow for continued student success.

4.1 Analyze the implementation of new and revised programs
3.1 Continue to search for ways to incorporate students in community outreach activities.

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, graduate and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the use of...
the advising center by students and faculty at both Frostburg and Hagerstown campuses and monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate success field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level key assessments and other candidate data collected for accreditation (SPA and EPP data); analyzing faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regarding availability and use of available workspace for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from yearly evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?

1.1 Data collected on R&R activities via surveys (advising center users, open house/reception attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activities advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discussion and analysis of program-level data. Monitoring of candidate success by coordinators through use of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessment system.

3.1 Results on outreach gathered via identification of available learning opportunities per program and identification of appropriate methods of gathering impact on students (survey, assignment, etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionnaire on space usage was completed in the spring 2017. The student "maker space" will be available in the Fall 2017 and data will be collected regarding student use and remaining faculty needs. Faculty involvement in space utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be shared with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results are collected on a yearly basis for all new faculty. The chair develops faculty improvement plans with individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of the Teacher Quality Partnership grant with Coppin University. The assessment of the collaboration...
What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been an increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to be added for the Fall 2017 to accommodate these additional students.

1.2 An advising survey will be developed and administered in the Fall of 2017 regarding use of the Advising Center. In the Spring 2017 the department requested a full time contract for the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates support for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical and Field Experience, with shared policies and assessment tools for all initial certification programs. The number of students on improvement plans and contracts decreased slightly from the Fall 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semester. Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. All programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will be returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 2017. Generally, faculty who completed the evaluation process scored highly in teaching, service and professional development. Four faculty members are currently on improvement plans and working to address areas of concern in their performance. Recognition of faculty achievement within the department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustments will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secondary (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.
How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic year.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.
2. Enhance student recruitment and retention efforts.
3. Promote and support activities of educational distinction.
4. Recruit and retain diverse and talented faculty and staff.
5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.
6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.
1.b. Continue planning for Physician's Assistant Program.
1.c. Plan future growth in additional rural health care programming.
2.a. Identify bottleneck courses and develop corrective actions.
2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
2.c. Enhance classroom instructional environment to support improved student learning.
3.a. Encourage and support faculty implementation of experiential learning.
3.b. Encourage and support sustainability initiatives.
3.c. Support faculty research, creative activities, and regional engagement activities, especially those involving students.
3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates.

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the assess processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and grades in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration and Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strategic Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were assessed.

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. Service and Professional Development were assessed especially in tenure-track faculty. Surveys were given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names of teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, SLAAG, GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.
What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken place between FSU and stakeholders. Fees were paid to initiate the accreditation process for the PA program. PIN position was approved to hire a program director for the PA program to help with curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 - Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck courses and grades in those courses including numbers of W, WF, and FX grades. Ideas are discussed implemented for retention. Numbers of majors have increased in some programs and decreased in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean’s Office received 22 outstanding applications totaling $60,520 in requested funds for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding for the projects. Strategic Plan Support Funding Program received 24 outstanding applications totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or partial funding for 16 projects. Those who receive funding report to the Dean the results of the projects.

CLAS sponsored several activities of educational distinction including the Undergraduate Research Symposium which included 137 presentations featuring the work of 221 students mentored by 62 faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean’s Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projects and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end of fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of students in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Surveys were given to those full-time faculty who were hired for AY 2016-2017. Each was paired with a mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean’s Office and are available upon request. The outcome reports are written for the reassigned time evaluation of two faculty members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed and uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.
How have the results impacted operations (if at all) including 1) What is the focus of the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?

Results will be considered when doing strategic planning and implementation for the next year. This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fees were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-course reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean’s Office coordinates the Western Maryland STEM Festival each year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog’s workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessment Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department receives an annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals
Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6 - Develop a modified evaluation instrument.

**Specify your Division/Department Actions Priorities/Plans.**
Action priority #1 - Inform Departmental faculty with budget transparency by providing more Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers by consulting with students and colleagues in the field.

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continued discussion and data analysis.

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis option through discussion and consultation with others in the field and among ourselves.

Action priority #6 - Develop a modified evaluation instrument through open discussions at both a committee level and at the Dept. level.

**What are the Measures/Metrics used to assess effectiveness?**
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings
Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option
Number of meetings/discussions devoted to this topic.

Metric for Goal #6 - Develop a modified evaluation instrument.
Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted based on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was taken from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.
Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educate our students for modern Biology careers
Curricular changes were discussed 6 times throughout the year. One class was added to the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in class choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molecular Biology major
Four meetings were held, however, this initiative was dropped about 1/2 way through the year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals
Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evaluate what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.
Three graduate committee meetings were held in addition to discussion of this topic at Dept. meetings.
Results for Goal #6 - Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 times.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member’s opinion on each of these topics and where they should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet in the summer.

No resources were allocated or redistributed based on the results as our goals and action priorities were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

Publications FY17 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production
   - Streamline catalog editing procedures
     - In cooperation with Academic Affairs leadership, and in consideration of interim staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
     - Produce undergrad catalog utilizing new procedure
5. Begin preparing fundraising campaign materials
   - Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:
   - Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
   - Campaigns started mid-October, concluded June 2
   - 128,191 emails sent
   - 23% open and 23% clicks
3. Inauguration materials:
   - An attractive and coordinated set of materials was created including invitation packages, evites, Save the Date postcards, programs, signage (some in compressed time) and on time.
4. Undergrad catalog production:
   - Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.
5. Fundraising campaign materials:
   - Outline for brochure content prepared; brochure template prepared; writing staff was ready to begin creating mini-brochures
How have the results impacted operations (if at all) including 1) What is the focus the upcoming year’s plan; and 2) Were resources allocated or redistributed based on the results?

Impact on operations and focus for upcoming year:

1. Website:
   - Because the site has been launched, CommMedia staff involved with the creation of the new site (design of site, design and creation of all new marketing pages - content, images and design) can focus time and efforts on regular responsibilities.
   - We can move forward with helping to build or migrate our own division’s web pages.
   - Marketing & Branding funds used for web content writing can be reallocated to other marketing efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platform that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,000 saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundant efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as the campaign revs up.

How was this plan and results conveyed to your Division/Department?
Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia at monthly staff meetings.

Evidence, artifacts, and or back up documentation

- [ ] Academic Program page checklist
- [ ] Marketing Page Tracker