

Assessment and Institutional Effectiveness Council (AIEC) 2021-22 Annual Report

Summary of Analysis: 2021-22 Institutional Effectiveness Progress

Prepared for the President and University Advisory Council (UAC)



AIEC Membership

Sara-Beth Bittinger, Chair
Assyad Al-Wreikat
Latisha Cooper
Victoria Gearhart
Jeffrey Graham
Franklin Hughes

Cindy Herzog
Stephanie Loar, Secretary
John Lombardi
Janet Mattern
Lea Messman-Mandicott
Jill Morris

Sean Morton
Denise Murphy, Vice Chair
Liz Nelson
Benjamin Norris
Kim Rotruck
Sara Wilhelm

This report: A) summarizes the activities of the Assessment and Institutional Effectiveness Council in the past year, B) identifies action priorities for AIEC in 2022-23, and C) provides recommendations to the University Advisory Council.

A. AIEC Activities to Promote Assessment and Institutional Effectiveness

In AY 2021-2022, the Assessment and Institutional Effectiveness Council (AIEC):

1. AIEC meeting minutes can be accessed [here](#).
2. Assisted Vice Presidents with an outcome report for the strategic planning action items (Appendix A) .
3. Assessment of Middle State Commission for Higher Education Accreditation Standards.
4. In the fall of 2021, AIEC developed a pilot to transition annual departmental reporting to an active document that can relate individual unit's goals, action items, and results to the University's strategic plan goals and outcomes. This new template creates the ability to run reports that provide specific data for cumulative actions across the University. The President appreciates the feedback collected for the pilot and looks for a future reporting implementation to occur with the new strategic plan.
5. Reviewed and rated departmental plans and reports using the [rubric](#), based on a red/yellow/green response scale [Green = 5 (On Track), Yellow = 3 (Average), Red = 1 (At Risk)]. These data, which are summarized in Table 1 (Table 2 and 4 results from the past three years) below and presented in full in Appendix B, provide a benchmark for institutional progress. The university average remained stable in the overall conclusion.

Table 1: Spring 2022 Departmental Level Assessment across Departments/Units by AIEC

Division	Goals	Action Priorities/Plans	Measures/Metrics	Results	Impact	Communication	Overall Conclusion
Academic Affairs	4.78	4.71	4.71	4.68	4.75	4.76	4.76
Administration and Finance	4.71	4.57	4.71	4.71	4.57	4.43	4.57
Student Affairs	5.00	5.00	4.92	4.38	5.00	5.00	5.00
University Advancement	4.10	3.10	3.70	3.40	3.30	3.70	3.40
Regional Engagement & Development	4.50	5.00	5.00	4.00	3.50	4.00	4.00
University Average	4.72	4.54	4.62	4.45	4.55	4.61	4.58

Table 2: Spring 2021 Departmental Level Assessment across Departments/Units by AIEC

Division	Goals	Action Priorities/Plans	Measures Metrics	Results	Impact	Communication	Overall Conclusion
Academic Affairs	4.94	4.79	4.61	4.79	4.76	4.85	4.82
Administration and Finance	5.00	4.71	4.43	4.71	4.43	4.86	5.00
Enrollment Management	3.63	4.13	4.38	4.38	4.38	3.63	4.13
Student Affairs	5.00	5.00	4.92	4.31	4.92	5.00	5.00
University Advancement	4.90	4.20	5.00	4.70	4.50	3.60	4.10
Regional Engagement & Development	4.00	4.00	4.50	4.50	3.00	3.50	4.00
University Average	4.70	4.57	4.59	4.55	4.55	4.46	4.59

Table 3: Spring 2020 Departmental Level Assessment across Departments/Units by AIEC

Division	Goals	Action Priorities/Plans	Measure Metrics	Results	Impact	Communication	Overall Conclusion
Academic Affairs	4.63	4.5	4.19	4.63	4.47	4.72	4.59
Administration and Finance	4.86	4.71	4.71	4.71	4.57	4.57	4.71
Enrollment Management	3.67	3.42	3.42	3.42	3.67	3.75	3.42
Student Affairs	4.93	4.93	4.86	4.14	4.93	5	4.93
University Advancement	5	4.7	4.6	4.8	4.6	5	4.5
Regional Engagement & Development	5	5	5	5	5	5	5
University Average	4.59	4.48	4.3	4.37	4.46	4.63	4.47

Table 4: Spring 2019 Departmental Level Assessment across Departments/Units by AIEC

Division	Goals	Action Priorities Plans	Measures Metrics	Assessment	Results	Impact	Communication	Overall Conclusion
Academic Affairs	4.84	4.59	4.34	4.09	4.41	4.34	4.75	4.44
Administration and Finance	4.86	4.57	4.86	4.71	4.86	4.71	4.71	4.86
Enrollment Management	3.00	3.45	3.55	3.55	3.73	3.55	3.18	3.45
Student Affairs	4.71	4.21	4.64	4.71	4.57	5.00	4.86	4.79
University Advancement	4.00	3.90	3.80	3.60	3.80	3.80	4.50	3.60
Regional Engagement & Development	5.00	4.00	4.50	4.50	5.00	3.50	5.00	4.50
University Average	4.45	4.26	4.27	4.14	4.32	4.30	4.52	4.30

6. AIEC completed the 12 days of assessment assignment promotion initiative was a tremendous effort this year thanks to the talented Dr. Jill Morris (example in Appendix C).

B. AIEC Action Priorities for 2022-23

To better facilitate university-wide strategic planning and assessment efforts, AIEC will:

- 1. Provide significant focus on professional development and training that supports improving institutional assessment aligned with the MSCHE Standards and criteria in preparation for upcoming accreditation events. Use the analysis completed in 21-22 to address gaps in 22-23.**
2. Work with the President and Cabinet to ensure alignment with the strategic planning reporting and the department/unit reporting.
3. Continue to cultivate a team of FSU knowledge as MSCHE evaluators as we begin to build a self-study plan for our next accreditation self-study evaluation (2024-2025).

C. AIEC Recommendations for the University Advisory Council

The Assessment and Institutional Effectiveness Council (AIEC) proffers the following recommendations:

1. Continue purposeful and direct communication to the FSU community regarding assessment results and resource allocation, thereby further integrating assessment into the culture of the institution. This communication is best accomplished through a documented communication plan for each division that explains explicitly how the results of assessment are used for continuous improvement. Perhaps incorporating a student project opportunity for business, marketing, communications students to develop and implement a plan.
2. Continue to work with UAC to improve transparency of resource allocation based on outcomes of assessment (effectiveness and learning). We need to be more communicative and transparent. Possibly model the strategy in the last MSCHE monitoring report – with VP vignettes about closing the loop. AIEC could assist VPs with this model.
3. Dedicate resources to update the university's strategic plan progress on the website. AIEC would like direction on how to handle departments that do not provide a report.
4. Alignment of Institutional Effectiveness planning progress as it relates the Strategic Enrollment Plan and other university planning reports (Managing for Results (MFR)).

Appendix A

Strategic Planning Initiatives FY2022

Division	Responsible Reporter	\$ (In thousands)	Brief Description	1 Student Skill Acquisition	3 Student Advising	6 Cultural Competency	8 Tech Updates	9 Student Recruitment	10 Marketing	12 Fac/Staff Prof. Dev.
1. Academic Affairs	Ben Norris	200+	Staffing of University Advisors		X					
2. Academic Affairs	Ben Norris	<200	Purchase of advising software (EAA initiative)		X		X			
3. Academic Affairs	Natalie Wagoner	100+	Enhance recruiting efforts for new students					X	X	
4. Reg Dev & Eng.	Amy Hutcherson	<50	Science (Challenger) Center Coordinator						X	
5. University Advancement	John Short	<100	Continued branding work with Ologie						X	
6. Admin. & Finance	Tim Pelesky	<50	IT security - multifactor authentication for students				X			
7. Admin. & Finance/Acad Affairs	Fin. Aid Alan Walker	200+	Software Solutions for Less Paper Docs & Fin. Aid				X	X		
8. Reg Dev & Eng.	Sarah Wilhelm	<100	Purchase of grant reporting software				X			
9. Student Affairs	Robin Wynder	<100	DEI Support			X				
10. Academic Affairs	Sara Beth Bittinger	<50	Graduate Recruiting					X		
11. University Advancement	John Short	50	Support for Comprehensive Campaign						X	
12. Admin. & Finance	Lisa Hersch	<50	Purchase LinkedIn Learning for campus	X						X
Total		1,200+		<50	400+	<100	400+	200+	300+	<50

Strategic Planning Requests – FY2022 (AIEC REVIEW: 12/15/21 to 1/7/22)

1. Initiative: Staffing of University Advisors

- A. **Division:** Academic Affairs (Ben Norris) (AIEC Reviewer: Janet Mattern)
- B. **Initiative Description:** Supplementing the staffing in the CAAR office with two additional University Advisors and an administrative assistant to implement the dual advising model for first year students.
- C. **Strategic Planning Goal(s):** II: Provide engaging experiences that challenge our students to excel / A. Implement an advising/support structure that meets student needs from applicant through alumna/us.
Strategic Planning Action Item(s): 3. Frostburg State University supports student success through comprehensive academic and career services that are focused on the needs of students from admission through their years as alumni.
- D. **Assessment Plan (include benchmarks and anticipated results for year 1):**
The effectiveness of the dual advising model will be assessed through a combination of quantitative and qualitative measures, both direct and indirect:
 - a. University advisors will create advising relationships with their assigned students
Benchmark: 75% of first-year students report relationship with University Advisor is productive (survey)
Further assessment: Survey or focus group of ORIE instructors on impact of University Advisors on ORIE 101
 - b. University advisors will leverage advising relationships to improve student persistence
Benchmark: First-second term retention of FY students of 90% (last time was in AY 17-18)
Benchmark: 65% of eligible FY students will be registered for spring 2022 by November 19
Benchmark: 70% of eligible FY students will be registered for fall 2022 by end of regular spring registration period
Benchmark: First-second year retention of FY students will return to pre-pandemic levels (ca. 75-77%)
 - c. University Advisors will serve as student success case managers
Benchmark: 70% of FY students with 2+ Beacon alerts will have outreach logged or appointments scheduled with their university advisor within one week
- E. **AIEC Feedback/suggestions/questions:**

2. Initiative: Purchase of advising software (EAA initiative)

- A. **Division:** Academic Affairs / Administration and Finance (Ben Norris) (AIEC Reviewer: Janet Mattern)
- B. **Initiative Description:** Implementation of Comprehensive Student Success Software. Implementation of this platform would be a five-year contract with annual costs between \$135,000 and \$145,000 after implementation. Annual cost savings of \$46,000 can be realized beginning in the second year by eliminating redundant software. The tuition and technology fee revenue from just 13 additional students retained per year covers the net annual cost.
- C. **Strategic Planning Goal(s):** II: Provide engaging experiences that challenge our students to excel / A. Implement an advising/support structure that meets student needs from applicant through alumna/us.
Strategic Planning Action Item(s): 3. Frostburg State University supports student success through comprehensive academic and career services that are focused on the needs of students from admission through their years as alumni. 8. Technology is seamlessly integrated into the learning and campus experience.

D. Assessment Plan (include benchmarks and anticipated results for year 1:

Year 1 of this project focuses on product implementation (8-10 month timeline). The initiative will be assessed on completion of major implementation milestones in a timely manner:

- Phase 1 – Planning (November/December 2021)
Key deliverables: Implementation plan
- Phase 2 – Data Integration (December 2021 – March 2022)
Key deliverables: Integration with PeopleSoft CS complete, Integration with Office 365 complete, Single Sign On integration complete
- Phase 3 – Site Build (April/May 2022)
Key deliverables: student experience process map, platform configuration, training of power users and trainers
- Phase 4 – Validation and Launch (Summer 2022)
Key deliverables: Final data and process validation, user access granted, go live with communication and case management modules, training of regular users
- Phase 5 – Academic Planning module (Fall 2022)
Key deliverables: Creation of academic plan templates, validate academic requirements, launch in time for spring 2023 registration (October/November 2022)

E. AIEC Feedback/suggestions/questions:

3. Initiative: Enhance recruiting efforts for new students

A. Division: Academic Affairs (Natalie Wagoner) **(AIEC Reviewer: Victoria Gearhart)**

B. Initiative Description:

- Seniors/Application Marketing

To meaningfully engage our prospective student with digital communication and Frostburg does not have the resources to develop customized admission videos, Academic Affairs/Admissions is recommending outsourcing the PIVOT videos to Princeton Review provided by Brand IQ. Admitted Student

Personalized Video showcase: <https://vimeo.com/showcase/pivot>. Final Frostburg State video here: <https://f.io/FyrygoV>

- Princeton Review contracts on a 24-month term.
- Brand IQ also provides a host of additional services. Below are the specific white-label services that Academic Affairs/Admissions is recommending. Due the datedness of our photography, a 2-day photo shoot is recommended. White labeling will consist of strategy and plan development with directed execution by Frostburg Admissions and Marketing teams. Brand IQ will deliver creative concepts to update marketing materials.

- Sophomore/Junior Marketing

Fire Engine Red provides marketing services to include direct digital ads/communication (geofencing, IP Targeting), one print piece and analytical/predictive modeling information. New student names generated from marketing efforts are not included in the price and would be purchased separately as they become available. While not highly customized Fire Engine Red is the best option for sophomore/junior marketing services. This would allow for Admissions to fulfill a marketing component that has been left unfulfilled for the past several years.

- C. Strategic Planning Goal(s):** Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #4: University resources and ensuring academic programs meet student and workforce expectations.)

Strategic Planning Action Item(s):

D. Assessment Plan (include benchmarks and anticipated results for year 1):

Because Admissions has not utilized these practices in the past, these initial efforts will establish baseline engagement and enrollment impact.

Baseline metrics established:

- Click Through Rate (CTR), Cost per Click (CPC) and Cost per Action (CPA)
- Frostburg.edu website traffic: returning vs new visitors, average time on website, website conversion, Admissions webpage rank
- Social media: mentions, engagement (shares, likes, clicks), number of followers/subscribers
- Lead generation: monthly new prospects
- Source conversion rates from prospect to inquiry and applicant
- Admit to deposit yield rates with respective sources

E. AIEC Feedback/suggestions/questions:

4. Initiative: Science Challenger Center Coordinator

- A. Division:** Regional Development and Engagement (Amy Hutcherson) (AIEC Reviewer: Kim Rotruck)
- B. Initiative Description:** Include statement on Return on Investment (Outcomes): The Center has already secured a building, effectively donated by the City of Frostburg, to house it and more than \$3.5 million in funding for its renovation. The Center's ongoing operations are expected to be self-sustaining. As a result, the direct investment made by FSU will be minimal while the establishment of an FSU Science Center incorporating a Challenger Learning Center off-campus in the former Frostburg Municipal Building will raise the visibility of the University with the external community; serve as an attraction for visitors to the community; function as a recruiting tool for future FSU students; be a venue for internships for FSU students; and allow faculty and staff opportunities to develop programming delivered by the Center.
- C. Strategic Planning Goal(s):** FSU Strategic Goal III Expand Regional Outreach and Engagement. A. Support economic development in Western Maryland through targeted initiatives. B. Provide opportunities for student engagement to address community needs in the region. C. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.
Strategic Planning Action Item(s): 7 - Frostburg State University fosters regional development through increased: 1) number of graduates employed in the region; and 3) number of collaborative regional development projects.
- D. Assessment Plan (include benchmarks and anticipated results for year 1):** Year 1 of this initiative focuses on identifying the detailed implementation steps necessary to establish a Challenger Center at FSU and executing those steps. The agreement, timeline, and implementation process with the national Challenger Center organization will be formalized.
- E. AIEC Feedback/suggestions/questions:**
 Dr. Rotruck and Sara-Beth met with Amy to help articulate short term outcomes.

5. Initiative: Continued branding work with Ologie

- A. Division:** Advancement (John Short) (AIEC Reviewer: Liz Nelson)
- B. Initiative Description:** Frostburg State University and Ologie have previously partnered together to assess current brand communications, identify a brand messaging strategy, and develop engagement strategies that articulate the unique Frostburg story clearly, consistently, and compellingly. This work serves as the foundation for future communications and marketing projects that will affect institutional goals for admissions, advancement, and reputation. The Strategic Planning Funds will allow FSU to further the partnership with Ologies to develop a creative platform and sample tactics for how the brand can come to life both visually and verbally. The fundamental objectives of this project are as follows:
- Raise the awareness, recognition, visibility, and reputation of FSU with prospective students and their parents, current students, faculty and staff, alumni, business and community leaders, and other key external audiences

- Strengthen the competitive position of Frostburg relative to other colleges and universities that the college competes with for students, faculty, staff, and philanthropic gifts
- Identify an accurate and effective brand promise that FSU can deliver and its key audiences can believe
- Develop comprehensive brand elements wrapped by a big idea or theme, elements to include voice, tone, color palettes, typography, photography, and graphic language, that accurately describe the unique and distinct Frostburg experience

C. Strategic Planning Goal(s): III - EXPAND REGIONAL OUTREACH AND ENGAGEMENT & IV - ALIGN UNIVERSITY RESOURCES - HUMAN, FISCAL, AND PHYSICAL - WITH STRATEGIC PRIORITIES.

Strategic Planning Action Item(s): III C - Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region. & IV A - Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan.

D. Assessment Plan (include benchmarks and anticipated results for year 1):

Success in Year 1 will be measured by completing the project and having the following:

- Developing a brand creative concept
- Once established, create a set of guidelines that document the overall brand platform, visually and verbally, so that FSU can consistently manage its branded communications across campus and various marketing channels
- Success in subsequent years will be measured by an increase in admissions traffic (inquiry through matriculation), greater awareness of FSU and its programs, and having better success with prospective students choosing FSU as a first or second choice and not as a safety school

E. AIEC Feedback/suggestions/questions: Share findings across campus

6. Initiative: IT security – multifactor authentication for students

A. Division: Administration & Finance (Tim Pelesky) (AIEC Reviewer: Denise Murphy)

B. Initiative Description: A 2019 Data Breach investigations report concluded that 90% of security breaches involve compromised passwords. Multi-factor authentication (MFA), sometimes referred to as two-factor authentication or 2FA, is a security enhancement that requires users to present two pieces of evidence when logging in to an account. By requiring a password and a phone or hardware token in order to log in from new or unknown locations we can provide an additional layer of security to help protect students from remote attacks that may exploit stolen usernames and passwords.

C. Strategic Planning Goal(s): I. Focus Learning on both the acquisition and application of knowledge.
(C. Integrate innovative practices and technology into the learning process)

Strategic Planning Action Item(s): 8. Technology is seamlessly integrated into the learning and campus experience.

D. Assessment Plan (include benchmarks and anticipated results for year 1):

Reduction in phishing attempts originating via compromised student accounts

Improved security posture and adherence to audit requirements

Reduction in need to reset student passwords due to account compromise

Decrease in reports of students falling victim to scams and disclosing personally identifiable information

E. AIEC Feedback/suggestions/questions:

Multifactor for students has not yet been implemented. A quote was obtained on 12/8/21 and is under review to ensure the cost aligns with the funds allocated through the strategic projects. The target implementation is the end of fiscal year 2022. After implementation, suggest showing the statistics of the reductions in reset passwords due to account compromise and the number of reports of students falling victim to scams and disclosing personally identifiable information (both the statistics before the new

multifactor authentication and after the implementation).

7. Initiative: Renewal of current SoftDocs licensing will allow the Admissions, Financial Aid, and Registrar offices to continue transitioning their manual/paper-based processes to electronic equivalents

- A. **Division:** Academic Affairs (Alan Walker) (AIEC Reviewer: Sara-Beth Bittinger)
- B. **Initiative Description:** Expansion of licensing to the Enterprise level will enable the use of Softdocs across all academic and administrative departments on campus. These services would expedite the transition of additional paper forms/workflows into the SoftDocs platform, with an initial focus on the Provost, Finance, and Human Resources offices. The transition to electronic documents and workflow will save the university hundreds of person-hours each year (time savings on manual document filing, physical handling of documents in-office and via campus mail, search and retrieval of documents, and on completing data transposition to other systems of record). As the footprint of electronic forms and workflows expands, the speed to complete regular university business processes accelerates. Industry-wide, acceleration estimates range between 75% to 270% per converted process.
- C. **Strategic Planning Goal(s):**
Strategic Planning Action Item(s):
- D. **Assessment Plan (include benchmarks and anticipated results for year 1):**
- E. **AIEC Feedback/suggestions/questions:**

8. Initiative: Effort Reporting System Software

- A. **Division:** Regional Development and Engagement (Sara Wilhelm) (AIEC Reviewer: Denise Murphy)
- B. **Initiative Description:** Update budget processes and continue collaboration with USM and other partner institutions to develop new and more efficient business processes. This will include new technology solutions, talent management, financials and student support.
- C. **Strategic Planning Goal(s):** III and IV
Strategic Planning Action Item(s): 7
- D. **Assessment Plan (include benchmarks and anticipated results for year 1):**
Purchasing a software solution to conduct University-wide effort reporting will:
- Bring Frostburg State University in compliance with all regulations;
 - Automate the processes and approvals for efficiencies and less risk;
 - Increase internal controls and accuracy; mitigating audit risks;
 - Continue management of effort reporting into the future with a software solution that keep-up with industry/government trends and best practices.
- E. **AIEC Feedback/suggestions/questions:**

This software implementation is on hold pending decisions from the MD Connect Executive Committee on which Effort Reporting System to implement.

9. Initiative: Funds to support DEI initiatives proposed by UCDEI and confirmed this fall. Outcome should be an increase in positive ratings on the campus climate survey.

- A. **Division:** Student Affairs (Robin Wynder, DEI) (AIEC Reviewer: Jeff Graham,)
- B. **Initiative Description:** Plan and implement DEI educational programming

- C. Strategic Planning Goal(s):** FSU Goal II: Provide engaging experiences that challenge our students to excel/Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.

Strategic Planning Action Item(s): 6. Frostburg State University sustains a campus culture that respects differences in people and ideas, values inclusion, and diversity, and promotes cultural competence.

D. Assessment Plan (include benchmarks and anticipated results for year 1):

Effectiveness of DEI educational programming will be assessed through a combination of measures:

- By collaborating with various academic departments, participation in programming will reflect a respectful level of attendance and diversity of participants. These data have not been consistently collected previously and will establish a baseline measure.
 - **Benchmark:** Surveys administered at each program will collect voluntary demographic data on race, gender identity, sexual orientation, and religion, along with measuring program satisfaction and learning objectives.
 - First-year students will complete an online DEI module, educating students about how to engage in difficult conversations in an authentic and civil manner.
 - **Benchmark:** Successful completion rate will increase from 85% (fall 2021) to 95% (fall 2022).
 - The University campus climate survey will be administered in the fall 2022 semester.
 - **Benchmark:** The results of the survey will demonstrate improvements in perceptions and experiences in the campus climate in relation to DEI as indicated in the fall 2020 survey.
- E. AIEC Feedback/suggestions/questions:** On behalf of AIEC, Graham has reviewed the initiative and edited the assessment plan with AVP Wynder. On-going collaboration and monitoring will occur to ensure implementation of initiative and assessment of outcomes on a monthly basis. Appropriate reporting will occur upon request.

10. Initiative: Marketing and recruitment plan for Graduate Services

A. Division: Academic Affairs (Sara-Beth Bittinger) (AIEC Reviewer: Kim Rotruck)

B. Initiative Description: Better utilize systems to manage Graduate Services recruitment and admissions processes.

Action Plan:

1. Develop automated communication plans to streamline the information from inquiry to prospective student to applicant to admitted graduate student. Integrate CollegeNet with PAWS. Utilize communication flows within PAWS (PeopleSoft) to send initial inquiry information.
2. Communications for inquiries should promote webinars about specific programs or advising appointments.
3. Develop and refine email communications. Utilize current and recent student stories; emphasize multiple modality/delivery methods and locations for the programs; stress the accreditation of the programs.
4. Develop a competitive social media brand on Facebook, Instagram, and LinkedIn. Explore the usability and impact of a combined social media marketing platform, such as Hootsuite, to consolidate, track, and pre-schedule outward social media messaging.
5. Track and measure social media interactions that include shares, likes, and comments. If possible, assign a staff member or graduate student to respond to potential student comments on social media platforms; therefore, increasing prospective student engagement and outreach.
6. Enhance the website to make it more accessible and incorporate current and former graduate students' stories to personalize the graduate studies experience.

7. Design digital and print graduate studies and program-specific recruitment materials that convey the culture of the community alongside student success stories.

C. **Strategic Planning Goal(s):** Align university resources - human, fiscal, and physical - with strategic priorities.
Strategic Planning Action Item(s): 3. Frostburg State University supports student success through comprehensive academic and career services that are focused on the needs of students from admission through their years as alumni

D. **Assessment Plan (include benchmarks and anticipated results for year 1):** Communication Analytics to include: email send-rate; email open-rate; email click-rate; attendance at webinars; Increase in social media followership, reach and engagement; utilize website analytics (Hotspot and Google Analytics) to measure site visits, page views and site completion goals (application and interest request forms). Completion of Graduate Enrollment Management Plan

E. **AIEC Feedback/suggestions/questions:** Looks comprehensive and targeted to the action items. I do not have any suggestions or questions.

11. Initiative: Support for Comprehensive Campaign

A. **Division:** Advancement (John Short) (AIEC Reviewer: Liz Nelson)

B. **Initiative Description:** Provide funding for marketing of “Forging Futures: The Campaign for Frostburg State University.” The funds will be used to allow the Office of Advancement to publish a second written edition of Profile (the alumni magazine) in FY ’22. The second issue became a virtual only issue in FY ’21 because of permanent budget cuts to the operating budget and we only have an email address for half of our 40,000+ alumni. Getting this issue to all alumni is critical because it will be the first issue since the launch of the public phase of the campaign in October and will have a heavy focus on campaign stories.

C. **Strategic Planning Goal(s):** II, III
Strategic Planning Action Item(s): 1, 11

D. **Assessment Plan (include benchmarks and anticipated results for year 1):** Assessment is difficult because there is no way to determine how many people have read the magazine and what articles they have read. We will, however, look for an increase in the number of alumni donors to the campaign after the issue is delivered, as well as the number of first-time donors, increased giving by existing donors, attendance at events, and volunteering for recruitment, mentoring, and career services.

E. **AIEC Feedback/suggestions/questions:** Share campaign progress reports with the campus as well as alumni and donors.

12. Initiative: Purchase LinkedIn Learning for campus

A. **Division:** Administration & Finance (Lisa Hersch), Student Affairs, Faculty & Staff (AIEC Reviewer: Lea Messman Mandicott)

B. **Initiative Description:** Provide training and development opportunities for faculty and staff to enhance their knowledge, skills, and abilities to impact their personal and professional growth. Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. Provide LinkedIn Learning to students and increase use in courses and career preparation.

C. **Strategic Planning Goal(s):** Aligns with University Strategic Goal IV.C. Each faculty and staff member can articulate their career goals and is evaluated on their plan to achieve those goals. Also: I.C Integrate innovative practices and technology into the learning process and II.B Integrate effective career and professional development into the student experience.

Strategic Planning Action Item(s): #12 - FSU provides professional development opportunities for its faculty and staff to ensure they are current in their respective field or area of service. # 1 Frostburg State University ensures students have the necessary skills to launch a successful career and be a productive and engaged citizen.

- D. **Assessment Plan (include benchmarks and anticipated results for year 1):** LinkedIn Learning will be assessed by OHR for faculty and staff utilization. Customized Diversity and Inclusion training modules are mandatory for regular supervisors, faculty, and staff.
- Employee Feedback - Surveys
 - Pre- and -Post tests created to assess learning
 - Participation Rate – total logins, hours of content viewed, usage
 - Completion Rate
 - Optional for supervisors, faculty, and staff to include professional development goal on annual PMP
- On the student side, we can track the following metrics with collaboration from Student Affairs and OIT:
- Student usage data: courses completed, logins, total hours, etc.
 - Number of courses using LinkedIn Learning content
 - Usage in the Career and Professional Development Center to help students fill skill gaps

E. **AIEC Feedback/suggestions/questions:**

I have reviewed the assessment plan and commend the numerous options for assessing FSU's subscription to LinkedIn Learning for faculty & staff. While several of the options evaluate usage data (which provides quantitative data), there are some opportunities for collecting qualitative data. One question I have is whether there are formal opportunities for users to recommend certain modules to other faculty & staff – for example, a community of interest?

Appendix B: Enter Final Red=0/Yellow=3/Green=5

Department	Goals	Action Priorities & Plans	Measures/Metrics	Results	Impact	Communication	Overall Conclusion
Assessment & Institutional Research	5	5	5	5	5	3	4
Center for International Education	5	4	4	4	4	5	4
College of Business	5	5	4	5	5	4	5
Accounting	5	5	5	5	5	5	5

Economics	4	4	5	3	4	4	4
Management	5	5	4	5	5	5	5
Marketing & Finance	5	5	5	5	5	5	5
College of Education	5	5	5	5	5	5	5
Educational Professions	5	5	4	5	N/A	5	5
Kinesiology & Recreation	5	5	5	5	5	5	5
College of Liberal Arts and Sciences	5	5	5	5	5	5	5
Biology	5	3	3	5	5	5	5
Chemistry	5	5	5	5	5	5	5
Communication	5	5	5	5	5	5	5
Computer Science & Information Technologies	5	5	5	5	5	5	5
English & Foreign Languages	5	3	5	3	3	5	3
Geography	5	5	5	5	5	5	5
History	5	5	5	5	5	5	5
Mathematics	5	4	5	5	5	5	5
Music	5	5	5	5	5	5	5
Nursing	5	5	5	5	5	5	5
Philosophy	5	5	5	5	5	5	5
Physics & Engineering	5	5	5	5	5	5	5
Physicians Assistant Medicine	5	5	5	5	5	5	5
Political Science	5	5	5	5	5	5	5
Psychology	5	5	5	4	5	5	5
Social Work	5	5	5	3	5	5	5
Sociology	5	4	4	5	4	5	5
Theatre & Dance	5	5	5	5	5	5	5
Visual Arts	5	5	5	5	5	5	5
Office of Graduate Services	4	5	5	5	5	5	5
Library	5	5	5	5	5	5	5
Provost Office	5	5	5	5	5	5	5
Registrar	3	4	5	5	5	4	4
Center for Academic Advising and Retention	NA	NA	NA	NA	NA	NA	NA
Disability Support Services	NA	NA	NA	NA	NA	NA	NA
Student Support Services	4	5	5	5	5	5	5
Programs Advancing Student Success	5	5	5	5	5	5	5
DVMT	4	5	5	5	5	5	5
Tutoring Services	5	5	5	5	5	5	5
Regional Math and Science Center	4	5	5	5	5	5	5
Upward Bound	4	5	5	5	5	5	5
Admissions	4	2	0	0	0	0	1
Financial Aid	NA	NA	NA	NA	NA	NA	NA
Athletics	5	5	5	5	5	5	5
Auxiliary	4	4	4	4	4	4	4
Facilities	4	4	4	5	5	4	4
Finance	5	5	5	5	4	4	5
Human Resources	5	5	5	5	5	5	5
Office of Information Technology	5	5	5	5	5	5	5
University Police	5	4	5	4	4	4	4

Brady Health	5	5	5	4	5	5	5
Career & Professional Development Center	5	5	5	4	5	5	5
Counseling and Psychological Services	5	5	5	5	5	5	5
Diversity, Equity, & Inclusion	5	5	5	4	5	5	5
Residence Life	5	5	5	4	5	5	5
Student Conduct & Community Standards	5	5	5	4	5	5	5
Civic Engagement	5	5	5	5	5	5	5
Cultural Events Series	5	5	5	4	5	5	5
Lane University Center	5	5	5	5	5	5	5
Marketing & Design	5	5	4	4	5	5	5
Student Activities & Greek Life	5	5	5	5	5	5	5
Substance Abuse Facts & Education	5	5	5	5	5	5	5
Veterans Services	5	5	5	4	5	5	5
Advancement Services	4	3	5	5	3	5	4
Alumni Programs	4	3	5	3	5	5	4
Annual Giving	4	5	5	5	5	5	5
FSU Foundation	4	5	5	5	5	5	5
Major Gifts	4	5	5	5	5	5	5
News & Media Services	4	0	0	0	0	0	0
Planned Giving	5	4	4	3	3	5	4
Prospect Research	4	2	3	3	2	3	3
Publications	4	0	0	0	0	0	0
Radio Station WFWM	4	4	5	5	5	4	4
Office of Gender Equity	5	5	5	5	5	5	5
Research & Sponsored Programs	5	5	5	5	5	4	5
SBDC	4	5	5	3	2	4	3
University Averages							

Division	Goals	Action Priorities/Plans	Measures/Metrics	Results	Impact	Communication	Overall Conclusion
Academic Affairs	4.78	4.71	4.71	4.68	4.75	4.76	4.76
Administration and Finance	4.71	4.57	4.71	4.71	4.57	4.43	4.57
Student Affairs	5.00	5.00	4.92	4.38	5.00	5.00	5.00
University Advancement	4.10	3.10	3.70	3.40	3.30	3.70	3.40
Regional Engagement & Development	4.50	5.00	5.00	4.00	3.50	4.00	4.00
University Average	4.72	4.54	4.62	4.45	4.55	4.61	4.58

Appendix C: 12 days of Assessment Examples

Day 1

Colleagues & Friends,

We are excited to kick off the **2021 Twelve Days of Assessment** by highlighting the rubric used by the Assessment and Institutional Effectiveness Council (AIEC) to assess departmental plans, progress, and results.

Please check our [video](#), which highlights the talents of Dr. Jill Morris and our students' vocal and production skills.

Wishing you a wonderful 2021 Twelve Days of Assessment!

From the [AIEC](#)

Day 2


Colleagues & Friends,

Please check out Day 2 of the Frostburg State University's *2021 Twelve Days of Assessment* [video](#) that showcases the Interstate Teacher Assessment and Support Consortium (InTASC) standards used by the Department of Educational Professions.

Dr. Kim Rotruck
College of Education, Associate Dean, AIEC member

Dr. Janet Mattern
Associate Professor
Faculty, CAEP Coordinator, AIEC member

Day 3

On this 3rd Day of Assessment, we want you to check out the assessment work of the **Ort Library** by accessing this  [video](#).

Remember Why We Assess

The purpose of assessment is not:

- To satisfy an accreditation agency
- To meet a criteria
- Because we have to

We assess:

- To improve our operations
- To understand the contributions and impact of our units

We share:

- To demonstrate what we are accomplishing for our students, faculty, staff, and community
- To publicize our success and promote our good work through evidence
- To support the university's strategic plan and accountability activities
- To show that we recognize our weaknesses and are taking steps to improve them

Happy Holidays from the Ort Library!

Lea Messman-Mandicott, Ed.D

Day 4

On this 4th day of assessment, please take some time to review this [video](#) with tips for measuring difficult things from Dr. Benjamin Norris.

Benjamin Norris, PhD