

# Assessment and Institutional Effectiveness Council (AIEC) 2018 Annual Report

## Assessment and Institutional Effectiveness Council (AIEC)

Formerly President's Advisory Council on Institutional Effectiveness (PACIE)

Calendar Year 2017 Annual Report

Summary of Analysis: 2017 Institutional Effectiveness Progress

Prepared for the President and University Advisory Council (UAC) in July 2018

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This report summarizes the actions taken by AIEC over the previous academic year, which include:

### 1. Provide Campus Labs' Compliance Assist training to advance institutional assessment.

As part of the university's professional development activities in 2017 and 2018, the divisions of Academic Affairs and Student Affairs conducted training for strategic planning and Compliance Assist. Dr. Jodi Levine Laufgraben held a workshop with academic department chairs and deans entitled *Assessing Program and Department Effectiveness*. Resources for those trainings can be found [here](#).

### 2. The University must require all departments to develop assessment plans, carry out the assessments, analyze the data, and effect improvements.

As part of the second annual assessment cycle, AIEC reviewed and rated departmental plans and reports using a rubric based on a red/yellow/green response scale [Green = 5 (On Track), Yellow = 3 (Average), Red = 1 (At Risk)]. These data, which are presented in Appendix A and summarized in Table 1 below, provide a benchmark for institutional progress.

**Table 1: Spring 2018 Departmental Level Assessment across Departments/Units by AIEC**

	Green	Yellow	Red	Total Average
Goals	70	4	0	4.78
Action Priorities/Plans	68	6	0	4.76
Measures/Metrics	66	8	0	4.64
Assessment	63	9	0	4.59
Results	68	5	0	4.72
Impact	67	5	0	4.69
Communication	70	4	0	4.76
Overall Conclusion	70	4	0	4.68
N=74 (all departments/units were evaluated)				

Because of its AACSB accreditation, the College of Business (COB) had traditionally used its College Strategic Plan at the department unit level. Department plans for the COB will be loaded in Compliance Assist and evaluated by AIEC in the summer of 2018.

### **3. Current Strategic Plan**

The President met with AIEC twice during the reporting cycle to provide an overview of the current strategic plan and identify responsible leaders for the current initiatives as determined and prioritized by the Strategic Planning Task Force. In the fall of 2017, feedback from the campus community regarding the new strategic goals and actions was collected via open forums. At the end of the spring 2018 cycle, the President and vice presidents finalized the measurements that will be used to assess effectiveness of the strategic actions.

In addition, the university committed \$200,000 to strategic planning initiatives as part of this year's budget, based in part on recommendations from AIEC; UAC; and the MSCHE self-study, which suggested the institution examine its funding model and reallocate additional funds to support strategic initiatives. The effectiveness of the funding initiatives identified (economic development, marketing, and advising) are included in Appendix B.

### **Previous Strategic Plan Results**

The President asked that AIEC create a list of highlights from the previous strategic plan cycle (2011-2017), which is included in Appendix C.

### **4. New AIEC Charter**









































































































The President asked that AIEC update its charter and name (see Appendix D).

### **5. Recommendations for University Advisory Council**

- Ensure the summer 2018 UAC/AIEC retreat focuses on determining effective key performance indicators for the new strategic plan's goals and actions.
- Further develop continuous professional development and training that supports improving institutional assessment aligned with the new MSCHE Standards.
- Further integrate assessment into the working culture of the institution so that assessment becomes a standard element of each vice president's direct report employment evaluations (PIF and/or PMP).
- 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.
- Further promote and enforce deadlines and reporting timelines necessary to facilitate a successful assessment cycle.
- Identify and recognize departments for exemplar assessment practices and analysis.

## AIEC Report: Red, Yellow, and Green

Division	Unit	Goals	Action Priorities/Plans	Measures Metrics	Assessment	Results	Impact	Communication	Overall Conclusion
Academic Affairs	Center for Academic Advising & Retention (CAAR)	5	5	5	5	5	5	5	5
	Assessment and Institutional Research	5	5	5	3	5	3	5	5
	Center for International Education	5	5	5	5	5	5	5	5
	College of Business	5	5	5	5	5	5	5	5
	Accounting	3	3	3	3	3	3	3	3
	Economics	3	3	3	3	3	3	3	3
	Management	3	3	3	3	3	3	3	3
	Marketing & Finance	3	3	3	3	3	3	3	3
	College of Education	5	5	5	5	5	5	5	5
	Educational Professions	4	5	5	5	5	5	5	5
	Kinesiology & Recreation	4	5	5	5	5	5	5	5
	College of Liberal Arts and Sciences	5	5	5	5	5	5	5	5
	Biology	5	4	4	4	4	4	4	4
	Chemistry	5	5	5	5	5	5	5	5
	Communication	4	4	5	5	5	5	5	5
	Computer Science & Information Technologies	5	4	4	4	4	5	5	4
	English & Foreign Languages	5	5	5	5	5	5	5	5
	Geography	5	5	5	5	5	4	5	5
	History	5	5	3	3	5	5	5	4
	Mathematics	5	5	5	3	5	5	5	5
	Music	5	5	5	5	5	5	5	5
	Nursing	5	5	5	5	5	5	5	5
	Philosophy	5	5	3	3	5	5	5	4
	Physics & Engineering	5	5	5	5	5	5	5	5
	Political Science	5	5	4	4	5	4	5	4
	Psychology	5	3	4	4	4	4	5	4
	Social Work	5	5	5	5	5	5	5	5
	Sociology	4	4	5	5	5	5	5	5
	Theatre & Dance	5	5	5	4	3	4	4	4
	Visual Arts	4	3	3	3	4	4	4	4
	Enrollment Management	5	5	5	5	5	5	5	5
	Graduate Services	5	5	5	5	5	5	5	5
Library	5	5	5	5	5	5	5	5	
Office of Sponsored Programs	5	5	5	5	5	4	5	5	
Registrar	5	5	5	5	5	4	5	5	
Special Academic Services	5	5	3	4	5	5	4	4	
Administration & Finance	Athletics	4	5	4	4	4	5	4	4
	Auxiliary	5	4	4	4	4	4	4	4
	Facilities	4	4	4	4	4	4	4	4
	Finance	5	5	4	4	4	4	4	4
	Office of Information Technology	5	5	4	4	4	4	4	4
	University Police	4	5	4	4	4	4	4	4
Human Resources	Professional Development (BB)	5	5	5	5	5	5	5	5
	FLSA (BB)	5	5	5	5	5	5	5	5
	PIFs (BB)	5	5	5	5	5	5	5	5
	HR Partners (BB)	5	5	5	5	5	5	5	5
Student Affairs	Brady Health	5	5	5	5	5	5	5	5
	Career & Professional Development Center	5	5	5	5	5	5	5	5
	Center for Student Diversity, Equity and Inclusion	5	5	5	5	5	5	5	5
	Counseling and Psychological Services	5	5	5	5	5	5	5	5
	Leadership and Experiential Learning	5	5	5	5	5	5	5	5
	Residence Life	5	5	5	5	5	5	5	5
	Student and Community Involvement (SCI)	5	5	5	5	5	5	5	5
	SCI: Cultural Events Series	5	5	5	5	5	5	5	4
	SCI: Lane University Center	5	5	5	5	5	5	5	5
	SCI: Office of Civic Engagement	5	5	5	5	5	5	5	5
	SCI: Student Activities & Greek Life	5	5	5	5	5	5	5	5
	Student Conduct & Community Standards	5	5	5	5	5	5	5	5
	Veterans Services	5	5	5	5	5	5	5	5
	Wellness: Alcohol Education & Prevention	5	5	5	5	5	5	5	5
	Wellness: SAFE Office	5	5	5	5	5	5	5	5

Office of the President	Office of Gender Equity	 5	 5	 5	 5	 5	 5	 5	 5
	Economic Development	 5	 5	 5	 5	 5	 5	 5	 5
	Government Affairs	 5	 5	 5	 5	 5	 5	 5	 5
	Small Business Development Center	 5	 5	 5	 5	 5	 5	 5	 5
University Advancement	Advancement Services	 5	 5	 5	 5	 5	 5	 5	 5
	Alumni Relations	 5	 5	 5	 5	 5	 5	 5	 5
	Annual Giving	 5	 5	 5	 5	 5	 5	 5	 5
	News and Media Relations	 5	 5	 5	 5	 5	 5	 5	 5
	Major Gifts	 5	 5	 5	 5	 5	 5	 5	 5
	Planned Giving	 5	 5	 5	 5	 5	 5	 5	 5
	Prospect Research	 5	 5	 5	 5	 5	 5	 5	 5
	Publications	 5	 5	 5	 5	 5	 5	 5	 5
	WFWM	 5	 5	 5	 5	 5	 5	 5	 5
Total Average		4.78	4.76	4.65	4.59	4.73	4.69	4.76	4.68

AIEC Report: Appendix B: Summary of Action Priorities Created During the 2017 Annual Institutional Retreat

<i>Strategic Goals</i>	<i>Consensus Action Priorities</i>	<i>Other Proposed Action Items</i>
1. Focus learning on the acquisition and application of knowledge.	Plan for systematic tracking of eight-semester study plans, why students leave, and other graduation rate improvement strategies using HelioCampus/PAR.	Establish office for high impact practices (organize, assess, track).  Expand internal and external grant opportunities.
2. Provide engaging experiences that challenge our students to excel.	Study feasibility of replicating (or adapting) College of Business advising centers for the other academic colleges.	Launch a pilot this fall that measures the value of various experiential learning opportunities (with global experiences).  Create an institutional definition of cultural competence that will guide the development of a new General Education Program.
3. Expand regional outreach and engagement.	Identify and formalize job needs in the region by business.	Hold a regional internship fair and job fair at Frostburg State University with regional businesses.
4. Align university resources - human, fiscal, and physical - with strategic priorities.	Invest in marketing the University. Collect and analyze data to begin right-sizing the University.	

## **Strategic Goal 1: Acquisition and Application of Knowledge**

### Outcomes:

#### 1. Eight-semester study plans

- All 88 Eight-Semester plans of study were updated, coordinated by CAAR, by program coordinators, department chairs, and Dean's offices.
- All Eight-Semester plans were converted into a new, more accessible format.
- CoB and CoE Eight-Semester plans were modified to highlight Common Business Core and Professional Education Sequence courses.
- All schedules of FTS students attending Preview FSU were reviewed by CAAR staff and all FTS schedules were reviewed following the fall semester.
- Trio Student Support Services Office created a service log to indicate that each participant has an eight semester plan of study and an expected graduation date is noted to monitor participant's completion of courses and time to degree.

#### 2. Student Departures

- An exit survey for students withdrawing from the university was developed by CAAR in conjunction with the Student Success Committee.
  - Piloted in Spring 2018
  - Completed by 61 students withdrawing in-person
  - Primary reason for withdrawing was transferring (41%) – most of these (81%) were a lateral transfer, e.g. to another four-year institution.
  - Second reason for withdrawing was "personal/family" (16%).
- The student departure/enrollment-plan list maintained by the Registrar's Office was expanded and incorporated into PAWS.
  - 175 students tracked
  - 41% transferring – of those self-declared or had transcripts sent, most (55 of 60, 90%) plan to attend a four-year institution.
- An informal student focus group with African American students was conducted in the fall of 2017.

#### 3. Analytics

- Examined PAR "High Risk" students – already receiving several interventions from student support areas.
- Began to use PAR to create a list of courses that first-year students tend to be successful, or not, e.g. MATH 109.
- Identified low-pass/high-retake courses, according to PAR, for targeted tutoring and/or collaboration, e.g. ACCT211

- Examining current students identified as “High Risk” by PAR to determine if those students are included in our other interventions or if a new intervention should be developed.
- Found using PAR data a post-course retention rate disparity among African American and white students that were DVMT100 non-completers; white students were less likely to retain. PASS staff will explore further.
- Identified summer school offering that could contribute to improving students’ time to degrees from PAR and LYNX data.
- Created two dashboards in LYNX.

#### Strategic Goal 2: Academic Advising

##### Outcomes:

- Formed academic advising taskforce to review best practices and make recommendations to improve advising.
- Conducted five focus groups with nearly 200 faculty, staff, and students in spring 2018, identified emergent themes, and reported to the campus community.
- Accepted into the NACADA and Gardner Institute’s Excellence in Academic Advising project.
- Participated in the USM Alternative Math Placement Test Project

#### Strategic Goal 3: Regional Engagement

##### Outcomes:

1. *Secured \$300K in annual funding from State of Maryland to develop Regional Development & Engagement Office at FSU.*

##### *RDE Priorities:*

- Sharpen and Support Regional Focus on Potential Industry Clusters with state and regional economic developers
  - Back Office Operations – Financial, Business, & IT Services
  - Life Sciences & Health Care (Testing & Development)
  - Light “Lifestyle” Manufacturing (Recreation / Outdoors)
  - Energy
  - Farm-to-Table Food Production
- Regional Entrepreneurship
  - Use resources of FSU and SBDC (Small Business Development Center) to support entrepreneurs.
  - Encourage FSU graduates to and alumni to bring or create businesses in Western Maryland
- Education
  - Collaborate with regional community colleges.
  - Create “just-in-time” certificates or badges to address regional industry needs.
  - Increase awareness of best practices in rural economic development.

2. *Engaged with regional governmental/community entities to support regional development.*

We committed funding to hire CoB interns to undertake a workforce development study in Allegany & Garrett Counties (with county government assistance) to identify workforce gap and need analysis. Study was delayed until 19FY and will be implemented in fall 18.

Outcome will be a report in spring 19 that provides workforce needs. Counties need this preliminary data for subsequent workforce plan updates.

#### Strategic Goal 4: New Marketing Initiatives

1. **Addition to Hobsons Matching Solutions (\$50,000):**

**Measurement:** changes in inquiries/applications from these schools

- While the number of times Frostburg's message was displayed to students viewing competitor's profiles in Naviance increased significantly (that's what our investment paid for), the number connecting to Frostburg, applying and subsequently enrolling did not. Totals were comparable to previous two years.

2. **Bus shelter posters** at select high schools where students ride public transportation **(\$5,000)**

**Measurement:** changes in inquiries/applications from these schools

- Data provided from AIR shows no increase in applications, admissions or paid deposits from all schools except one.

3. **Narrated Virtual Tour (\$17,000):** includes Spanish narration

**Measurement:** leads and actions

- 780 leads captured and provided to admissions and OIT
  - contact info for 507 high school students, parents of HS students and transfer students, and 12 guidance counselors
- 283 actions: 191 schedule visit; 50 apply online, 42 learn more

4. **Regional Resident social media/FB/twitter advertising (\$1,500)**

**Fall**

- Reach (people who saw the ad): 131,505
- Age 16-24 clicks to our website: 2,552
- Parent clicks: 2,458
- Total clicks: 5,010

**Spring**

- Reach (people who saw the ad): 172,794
- Age 16-24 clicks to our website: 1,112
- Parent clicks: 1,224
- Total clicks: 2,336

5. **Bobcat Boxes (\$5,000)**

**Results:**

- Obtained updated contact information (personal and career) from every teacher to whom boxes were sent (442).
- Contact information also used for promoting CoE Frostburg Teaches event.



2011 -2017 Frostburg State University Strategic Planning Highlights

1. Develop and support academic programs and student services that prepare a changing student population for and era of complexity and globalization.
  - a. RN to BSN
  - b. Establishment of CAAR
  - c. Other Advising Initiatives (Beacon)
  - d. Development of Health Science Program
  - e. Nurse Practitioner, concentrations
  - f. MBA program establishments of 7 week sessions
  - g. Development Minors
    - i. <https://www.frostburg.edu/academics/majorminors/majors-and-minors-a-z.php>
  - h. International agreements
    - i. • Hunan University of Commerce (Economics)
    - ii. • Hanoi University of Industry (B.S. Computer Science)
    - iii. • Chinese University of Mining and Technology (B.S. Accounting)
    - iv. • Communication University of China ( M.S. Computer Science)
    - v. • National United University (Business Administration) – to be signed May 2018.
2. Enhance facilities and the campus environment in order to support and reinforce student learning.
  - a. CCIT
  - b. Police building
  - c. Renovation of Lane Center
  - d. Press Box, Stadium
  - e. Athletic Training room with classrooms
  - f. Climbing wall
  - g. Locker Room Renovations
  - h. Wireless in Residence Halls
  - i. Chesapeake renovations
  - j. Paving
  - k. New website
3. Increase student quality and institutional retention and graduation rates while encouraging baccalaureate student to persist to graduation.
  - a. <https://www.frostburg.edu/fsu/assets/File/Administration/opa/institutional-research/Retention/RetentionFTSOfficialforDistrib-2017.pdf>
  - b. Scholarships
4. Recruit and retain diverse and talented faculty and staff committed student learning and University goals.
  - a. Enhanced online job advertisements; Mobile app for job applications
  - b. New online recruitment tool and onboarding program: People Admin
  - c. New employee recognition program (mentor, buddy for staff) Employee of the month, staff awards
  - d. Enhanced service award program to recognize employees with 20+ years' service
  - e. New employee breakfast program
  - f. Employee Development and Leadership Series
  - g. Annual Professional Leadership Faculty/Staff Development Conference
  - h. Trainings – more offerings
5. Promote activities that demonstrate University's educational distinction.
  - a. **Develop and implement marketing and rebranding strategies.**
  - b. Continue to allocate resources to implement the rebranding of the University:
    - Work with an outside firm to assess the University's educational distinction through market research.

- Market research conducted by Shugoll and shared with campus leadership
  - Develop and implement marketing and branding strategies based on recommendations from the market research:
    - Launched FSU re-branding campaign using one of the top rated marketing themes: "FSU offers a comprehensive experiential education program:" One University. A World of Experiences.
    - Worked with Ruffalo Noel Levitz to develop a recruiting communications program
  - ii. Conduct an analysis of Web and interactive marketing opportunities.
    - Noel-Levitz analysis completed
    - Recommendations incorporated into new website
    - Recommendations incorporated into new website
6. Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.
- a. Frostburg Forward partnership
  - b. Site Selection Study
  - c. Economic Impact Study, 2012
  - d. Cultural Events Series and public arts events.
  - e. AmeriCorps/Eco Stars and campus volunteerism activities
  - f. Tax Preparation (Volunteer Income Tax Assistance Program)
  - g. Allegany County Opportunity Scholarship

## AIEC Report: Appendix D: AIEC Charter Update

AIEC stands for the Assessment and Institutional Effectiveness Council. The Assessment and Institutional Effectiveness Council is an advisory council to the University, working with and providing information to the Executive Committee and the University Advisory Council (UAC). The Council may assist in the preparation of the University's strategic plan, and monitors its implementation and progress based on the Middle States standards and measures of institutional effectiveness. The Council offers recommendations on the integration of strategic actions, institutional effectiveness and transparent budget processes.

The Council may make recommendations for planning, but it is not a decision-making body. The Council may assist in the preparation of the University's strategic plan.

AIEC interacts with the Office of Assessment and Institutional Research, as well as divisions and planning units.

Specific tasks assigned to the Council are as follows:

- a. To promote, monitor, and evaluate progress on ongoing institutional renewal and effectiveness.
- b. To promote, monitor, and evaluate the process for ensuring that the University meets Middle States accreditation standards for institutional effectiveness, where applicable
- c. To monitor and report to the President, the Executive Committee, and the University Advisory Council data reflecting regular assessment of institutional opportunities, strengths, and challenges.
- d. To recommend actions to the President, Executive Committee, and University Advisory Council for consideration in the budgeting and resource allocation cycle.
- e. To annually communicate to the University campus community information about planning and assessment.

The Council generates a report to the UAC to be delivered prior to the Summer Strategic Planning Retreat. This report will contain information and assessment on action priorities and will become the basis for the yearly USM Managing for Results (MFR) report.

AIEC will also carry out such other duties as may be assigned to it by the President.

### AIEC Membership

Recommended AIEC representation shall be designees from the following, appointed by the Vice Presidents and Chair of Faculty Senate, with approval of the President:

1. Designees from each Division
2. Faculty Senate designee
3. IPR designee

4. AIR office designee
5. Staff Senate designee
6. Faculty designee from each college and library
7. Associate Dean from each college.

The President, in consultation with the Chair of AIEC at his or her discretion, may invite additional individuals with particular expertise to participate in its discussions.

#### Procedures Selection of Chair

The Chair will serve a 2-year term. In the last semester of the chair's term, an election will be held. Candidates shall be nominated from amongst the Council's members and elected by a simple majority. The formal appointment is made by the President. At any time, a simple majority of the members can vote to make a recommendation to the President to remove the Chair and hold a new election.

#### Meetings

Regular meetings of the Council will occur once each month during the academic year and during the summer and Intersession when needed. The Chair of AIEC will call meetings.

#### Agenda and Minutes

The Chair shall be responsible for compiling and circulating the agenda in advance of each meeting. The Chair, or designee, shall be responsible for compiling and circulating the minutes of the meetings.

#### Amendments

Amendments to the Charter of AIEC must be reviewed by members of the Council and approved by the President.