

Programs Advancing Student Success

2019-2020 PASS Office Annual Report

Specify your Division/Department Goals Priorities.:

(PASS Goals in line with Strategic Goal 1-A, 1-C, and Strategic Goal II-A)

Goal 1: Target outreach to different high-risk student populations offering academic support services to aid in student success.

Goal 2: Assist students in achieving academic success (GPA gain) through academic support services.

Goal 3: Encourage, support, and aid Academic Probation/Academic Warning students in achieving good academic standing and persistence to completion.

Start:

7/1/2019

Providing Department:

Programs Advancing Student Success

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Targeted Outreach to different high risk student populations

1.1 Deliver learning strategies presentations to all First Year student Orientation classes by November 2019. To deliver different academic skills presentations to different student organizations/classes throughout the 2019-2020 academic year.

1.2 Have a target outreach to students most in need of support services both in and out of the classroom both in the fall and spring semesters. This will be done through Beacon referrals,

instructor referrals, and ASN referrals. The PASS Office will also send out emails with services for the academic year.

1.3 Develop a new outreach series (GYST: Get Your Stuff Together) to help students to overcome and understand different concepts such as: GRIT, mindset, procrastination, time management, anxiety, stress management, study strategies, notetaking, and textbook strategies, etc. for the Spring 2020 semester.

2. Academic Success through academic support services

2.1 Meet one on one with students or in group sessions to discuss different academic strategies to aid in the student being successful in classes throughout the academic year.

2.2 Track student performance through GPA gains/losses as well as outcome of classes that MTW's were given regarding PASS appointments and services rendered by the end of each semester.

2.3 Have students book appointments directly on calendar for quick access to the PASS Office to get prompt response to academic needs. Targeted emails to students reiterating services offered throughout the academic year.

3. Encourage, support, and aid Academic Probation/Academic Warning students

3.1. Continuously revising and conducting the newly renamed Academic Recovery Workshop by the beginning of each semester. Continuing to break down the presentation to target different levels of probation the student may be on.

3.2. Aid AP students in creating an Academic Strategy to help set goals for the semester which will be done the third week of classes. Also setting up one on one meetings to discuss GPA calculations and academic needs in classes, and academic planning for removal from probation each semester.

3.3. Targeted emails throughout the semester echoing support services and offices within the Academic Success Network. Develop and conduct check in meetings twice in the semester to have face to face contact with the students to encourage them on their academic journey.

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

Targeted Outreach to different high-risk student populations

1.1 Attendance was taken at all class presentations. Email documentation is also sent to remind the Orientation faculty of the presentation and services offered in the PASS Office. The Pass Office also tracks how many orientation classes and students attended the presentation versus' enrolled.

1.2 Phone contacts, face to face contact, email documentation as well as Beacon outreach emails were used all semester to contact students.

1.3 Social media, word of mouth, referral by success coaches, & emails were sent to students, faculty, staff, and athletes. Attendance was taken at all presentations.

2. Academic Success through academic support services

2.1 Total number of appointments made through the PASS Office, the outlook booking, and BookMe were used to track student appointments through the academic year.

2.2 Run DFW query to track high-risk students and classes that they are having difficulty in. Track using spreadsheet and pivot tables to analyze a correlation in the success rates of students each semester.

2.3 Email documentation to students support services are available but not limited to: time management, organizational management, workload management, along with notetaking, study, and test-taking strategies through the academic year.

3. Encourage, support, and aid Academic Probation/Academic Warning students

3.1 Tracked attendance each semester through sign-in sheets and individual appointments made through the Outlook Booking app. Used pivot tables to correlate the success rates of students and attending the workshops.

3.2 Utilize the Query in PAWS that tracks who has completed academic strategy. This is run after the third week of classes. Do an email outreach to those who have done an academic strategy or completed one they have started and set a due date of mid-semester. Work with success coaches to capture referrals for first-year students.

3.3 Used Attendance Sheets, booking app, and TutorTrac to capture how many students were at the meeting, attended one of the check-in's, or one on one appointments throughout the semester. Also, track the progress of students who met with Success Coaches.

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

What were the results?:

. Targeted Outreach to different high-risk student populations

1.1 A total of 604 (81%) out of 742 first year students attended the learning strategies presentation. This is a 1% increase from the 2018-2019 academic year. A total of 67 students attended other academic skills presentations that were given in the academic year. The number is significantly reduced due to the start of COVID and resources being allocated elsewhere.

1.2 Due to the limited staff in the PASS Office and the number of students being referred to the PASS Office through the Success Coach program, a total of 591 students were seen in the PASS Office. Data is being held on the Outlook calendar in the PASS Office. Due to staff shortage, TutorTrac was not used. Out of the 591 students, about 100 were students that fall in the high-risk category. About 75 of those students were retained and were successful in their classes.

1.3 The PASS Office was instructed to create a new series to academically engage students with a 2-week turnaround. Though much effort was put forth to host a 12-part series, there was not much time for targeted outreach and collaboration from other departments. The PASS Office was only able to hold a total of 5 sessions. There was a total of 20 students who attended between the 5 sessions. COVID 19 and restrictions that occurred at the end of March through May dictated that the program needed to end. No direction was given as to if the program needed to continue under virtual environment or in an in person environment in the Fall.

2. Academic Success through Academic Support Services

2.1 The appointment booking (Book.Me) was used 24 times (4%), the Outlook booking was used 53 times (9%) out of 591 appointments. Most students 514 (87%) came by, emailed, or called the PASS Office to set up appointments. (Some appointments were repeat students, but less than 10%). More students showed up to their appointments due to the new booking app being connected to their university email and having automatic reminders set up. The data analysis is not available through Book.Me or Bitly (the Outlook booking shortcut) due to the need of a subscription. There are color-coded calendar appointments on the Learning Specialists calendar to provide data. No data was collected in TutorTrac due to staff shortage.

2.2 A separate spreadsheet was kept of students who visited the PASS Office. From the total of 514 students, 255 students saw GPA increases. A clearer number cannot be made due to COVID and the PC/NC grading that took place during the Spring 2021 semester. The Academic Skills Tutoring Center was disbanded under the direction of the Vice-President of Enrollment Management. No students received help in the areas of Fine Arts, Humanities and Social Sciences. A closer look at the PC/NC grading may see a correlation, but due to staff shortage, and COVID duties for orientation, spring semester that has not been looked at.

2.3 Approximately 4 emails were sent to FTS as well as other students who fell into the high-risk population. Much of the outreach and referrals were done by the Success Coaches. Due to not having an outgoing survey, I did not capture those who used our services were reached by the email outreach. No other data can be obtained during the academic year due to focus being shifted to supporting students on academic probation.

3. Encourage, support, and aid Academic Probation/Warning students

3.1 Continuous and ongoing redevelopment of the PowerPoint presentation has made it more interactive and engaging for students. Students responded well to the interaction with 100% participation in the game that were used in the game as well as starting his/her academic strategy. The attendance for the Spring Academic Success Workshop was about 50%; which is comparable to past years. We had a gain in the Fall with a 80% attendance.

3.2 We had a 52% completion rate with students completing the academic strategy on PAWS. This is on par to past years. However, the number for Spring 2020 was down due to attendance and COVID changing the focus of the outreach.

3.3 Various emails were sent throughout the semester reminding students of various services as well as individual appointments they can make. A total of 4 check in meetings were held in the fall with a total of 61 students. In the spring we held 4 check in meetings and a total of 25 students showed. Due to COVID, many probation students stopped attending appointments and check-ins until the very end of the semester. Overall, the PASS Office is seeing an up trend in students attending the check-ins and reaching out for help for more services. The downside is the limited amount of human resources available to help this high risk population.

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?:

Targeted outreach to different high-risk student populations

- There were many person hours allocated to giving presentations to all classes that signed up. Having only one staff member to give the presentations, manpower within the office was non-existent for helping returning students in need. The number of presentations given will continue to be the same, but the time will be significantly reduced as to when they are given, which may lead to some classes not signing up for them. This leads to a huge concern that students may not be introduced to resources that can help them.
- No resources were redistributed to this action plan. The PASS Office will continue to reach out to all referral contacts on campus to ensure that the support services will be offered to help high risk students.

- There will be many person hours dedicated to overhauling this series to ensure its success. Depending on the on time allotment; the summer months will be dedicated to revamping and collaborating with other offices to build a better series to help students in the Fall 2021.

Assist students in achieving academic success through academic support services.

- Heavy human resources were allocated and will continue to be allocated to this action item. Due to the PASS Office being one person, limited appointments, group sessions will be offered. More human resources are needed to have a greater impact on retention.
- No resources were redistributed or allocated to this action item. The Office will also continue to track and assess the data from students through TutorTrac, MTW Queries, and spreadsheets.
- No resources were redistributed or allocated to this action item. The PASS Office will be redoing and will have in the 2019-2020 academic year outgoing surveys to help track the services used and how they were referred to the office. The PASS Office has moved over to the Outlook Booking app to better capture appointments made by probation students. The Office will continue efforts to reach all students through various means as well as email.

Encourage, support, and aid Academic Probation/Academic Warning students

- Little to no resources were redistributed or allocated to this action item. The PASS Office will continue with overhauling the probation program so that the process will not be negative, but rather a growing experience for students.
- Little to no resources were redistributed or allocated to this action item. The Office will continue to stress the importance of having a plan in place as well as targeted outreach for those who have not completed plans. The PASS Office will also revisit those plans throughout the semester with the students as a reminder.
- In the future, heavy human resources will be dedicated to this action item to help with individuals plans to aid students in being removed from probation.
- Heavy human resources are allocated to this to this action item. The PASS Office will continue with targeted emails as well as spearheading the check in meetings throughout the semester to encourage students to seek out help. The check in meetings did take human resources away from the office, but continues to be successful for students on probation that need one on one attention. It also helps to get more academic probation students into support services to help them with their academic success.

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

The yearly strategic goal plan for the PASS Office is put into writing for each academic year and provided as needed to the Vice-President of Enrollment Management. Updates along with obstacles that were handled along the way were reported in all but not limited to those below:

- As needed one on one meetings with the Vice-President of Enrollment Management
- Emails within the ASN Department
- Monthly Enrollment Management Directors Meetings

Evidence, artifacts, and or back up documentation:

Attached Files

[F2019 Probation Intervention List.xlsx](#)

[Fall 2019 AP and AW MTWs.xlsx](#)

[Pivot Table Data from the fall.xlsx](#)

[1st Yr AP Student Connections.xlsx](#)

[Academic Strategies 2020.xlsx](#)

[Comparison AP Students GPA w- PC-NC Effect.xlsx](#)

[AP 2020 Total Intervention.xlsx](#)

[AP 2020 Total Intervention.xlsx](#)

[GYST 101 Series Sp 2020 Lineup.docx](#)

DVMT

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

1. All students with math skills below university expectations are enrolled in appropriate skills classes (DVMT 095 or ACHIEVE Math 109).
2. There will be sufficient course offerings available for all students electing to take DVMT 099.
3. The percent of students completing their DVMT 095 math requirement in two semesters exceeds 85%.
4. The percent of students electing to enroll in Intermediate Algebra who pass the course exceeds 70%.
5. The percentage of successful DVMT095 (ML0) students who achieve a passing grade (C or better for college-level, B or better for developmental) in their spring level 1 math course is similar to that of non-DVMT095 (ML1) students.

Start:

7/1/2019

Providing Department:

DVMT

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Provide placement testing during summer Preview and transfer orientation events, provide placement results to advisors, and manage DVMT enrollment for students with math skills below university expectations.
2. Monitor DVMT enrollment throughout the semester and adjust the number of sections and student/professional staff accordingly.
3. When hand selected, SOFI participants pass DVMT 095 at a high rate (90-100%). Continue to target eligible students for this program to speed up their completion of developmental course(s). Maintain pass rate of 90%
4. Add daily classroom worksheets required for attendance credit in DVMT 099 during the spring semester to encourage participation throughout the semester.
5. Compare final grades of DVMT 095 (ML0) students who took DVMT 099, Math 104, or Math 109 their spring semester to non-DVMT 095 (ML1+) students.

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

1. All incoming first-year and transfer students will be processed and tested (where appropriate) and 100% of MLO students will be enrolled in DVMT 095 or ACHIEVE Math 109.
2. There will be sufficient DVMT 099 seats for all students wishing to enroll in the course each semester and all sections will be fully staffed.
3. Pass rates and enrollment for SOFI DVMT 095. The number of students who complete their DVMT 095 math credit in two semesters.
4. The attendance scores (spring 2020) and pass rates (academic year) for DVMT 099 students.
5. Pass rates for MLO students who take DVMT 099, Math 104, or Math 109 their spring semester will be comparable to those not required to take DVMT 095 in the fall.

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

1. Process placement results and identify students who require DVMT enrollment. Enroll all MLO students in a section of DVMT 095 or ACHIEVE Math 109.
2. Closely monitor enrollment and open/close DVMT sections as needed. Communicate with professional/student staff regarding personnel needs.
3. Compare SOFI DVMT 095 enrollment to previous summer. Determine pass rates for SOFI DVMT courses. Determine the percent of DVMT 095 students completing their pre-college math requirement in two semesters.
4. Compare attendance scores of spring DVMT 099 students to the previous year. Determine the number/percentage of DVMT 099 students who pass the course.
5. Compare the pass rates in subsequent math courses of the two populations.

What were the results?:

1. **Goal met:** 100% of incoming first-year and transfer students were tested (where appropriate) and 100% of students requiring MLO development were enrolled in DVMT 095 or ACHIEVE Math 109.
2. **Goal met:** There were sufficient seats available for all students desiring to take DVMT 099. The math department offered ACHIEVE Math 119 sections for ML1 students during the spring semester, which resulted in decreased 099 enrollment. DVMT 099 enrollment

decreased from 2018 by 23.7% so it was necessary to decrease the size of DVMT 099 sections by half during the spring semester.

3. **Goal nearly met:** SOFI DVMT 095 enrollment stayed relatively the same as summer 2018 and realized a pass rate of 100% giving 20 students the option to enroll in math level 1 courses for the fall semester. Eighty-three percent of students passed DVMT 095 within two semesters. The DVMT 095 spring 2020 pass rate decreased by 21%, primarily due to the transition to remote learning during the global pandemic. Many of our most at-risk students struggled tremendously with this transition. Some experienced issues with technology and access, while others dealt directly with health issues (personal or family member) related to the virus. Students also mourned the loss of their DVMT 095 instructor who passed away suddenly in the middle of the semester. Very few if any of these issues were math related.
4. **Goal met:** Pass rates for the academic year reached 72.4%, only fall 2019 fell below the desired threshold: summer 2019 (91%), fall 2019 (68.6%), spring 2020 (71.2%).
5. DVMT 099 - **goal met:** MLO – 74.9%, ML1 – 69.5%, MATH 104 - **goal not met:** MLO – 21.7%, ML1+ – 52.5%, MATH 109 - **goal nearly met:** MLO – 60.7%, ML1+ – 67.1%.
(Note: DVMT 095 students are compared to students who may have math levels above ML1)

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. The results of this item have not impacted operations and no resources were allocated or redistributed. However, PASS/DVMT staff continue to work with the math department and other stakeholders on campus to explore new ways of assessing student skill level for proper placement. Members of PASS joined a committee (hosted by USM's Kirwin Center for Academic Innovation) that is tasked with exploring multiple measures of assessing placement such as high school GPA/course grades, SAT scores, self-placement, etc. The Covid-19 pandemic forced all classes/operations to go fully online March 2020. Therefore, PASS partnered with CAAR and other departments to offer a fully online first-year orientation which included placement testing for summer 2020. A digital version of the in-house math placement exam was uploaded to Canvas. In the future, we plan to adopt the ALEKS PPL for all math placement. The math department hosted a new **Math 109 ACHIEVE** pilot program fall 2019. Students who tested at MLO had the option to enroll in specified sections of 109 that offered additional academic support instead of being required to enroll in DVMT 095. Enrollment in this pilot program reduced the number of DVMT 095 sections needed for both fall and spring.
2. DVMT enrollment decreased during the academic year. Therefore, DVMT 099 spring section seats were reduced to half and only one student coach was assigned to each

section (instead of two). We continue to monitor enrollment trends and adjust our course offerings and student staffing accordingly.

3. Statistics show that MLO students are one of the highest risk student groups on campus. The decreased pass rates of spring support this assumption. We recognize that these students need more than basic math instruction, they need support like that provided in Student Support Services. Unfortunately, PASS/DVMT does not have the personnel to support the development of such program(s) currently. We hope that in the future we can partner with others on campus and work to develop these programs.
4. Attendance in the beginning of the spring semester was very good. However, the transition to online instruction due to the pandemic forced us to discontinue the attendance protocol. Keeping students engaged and on track is key to their success in DVMT courses. Now we are tasked with finding ways to motivate students to participate in online lectures or attend “blended” classrooms set up for social distancing. The next academic year we will focus on developing comprehensive online lectures and relevant classroom materials that support this new method of learning. No resources were allocated or redistributed based on these results.

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

This plan was developed by the Director and Instructional Coordinator of the Developmental Mathematics program. Goals and action items were presented to PASS during a staff meeting and results were presented in the same manner at the close of the academic year.

Evidence, artifacts, and or back up documentation:

Tutoring Services

2020 Tutoring Center Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1: To research, implement, promote, and get students to use online tutoring at FSU. (*This goal aligns with FSU Strategic Plan Goal 1, Item C*)

Goal 2: Expand TutorTrac's role as an appointment tracking and reporting mechanism for other staff of the Academic Success Network (ASN). (*This goal aligns with FSU Strategic Plan Goal 1, Item C and Goal IV, Item D*)

Goal 3: Create and pilot an online training and learning resource repository in Canvas for peer tutor use. (*This goal aligns with FSU Strategic Plan Goal 1, Item C*)

Start:

7/1/2019

Providing Department:

Tutoring Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Goal 1: *Rationale for online tutoring:* Supplement to one-to-one peer tutoring for upper-level course assistance for which the tutoring center has not been historically charged. Also, if one-to-one peer tutors are booked. **Actions:** Research online tutoring platforms; chose NetTutor and worked with VP of Enrollment Management to secure funds; IT helped implement NetTutor via Canvas; used flyers, emails, and course visits to promote NetTutor; and tracked usage numbers (number of NetTutor requests, number of students who used NetTutor, class, and hours or tutoring) to see how much the platform was being used and for which classes.

Goal 2: *Rationale for CAAR and Academic Probation tracking and reporting in TutorTrac:* CAAR and AP staff were looking for a more centralized way to track and log student appointments and to generate reports more efficiently. **Actions:** Met with CAAR and AP staff; assessed their needs in terms of student appointments and student reasons; assessed what types of scheduling would be needed (if any); what reports they were seeking and the types of data they wanted to capture; and created centers in TutorTrac for CAAR and AP to use.

Goal 3: *Rationale for creating an online training and learning resource repository via Canvas for peer tutors:* Pre-COVID: Saw a drop in the number of tutors who were interested in trainings, but also an increase among some who were interested in online trainings instead. Also, the need became greater due to COVID-19. **Actions:** Built upon an existing repository already established in Canvas but added trainings (videos and quizzes) and more repository resources; made peer tutors aware of the offering; encouraged participation via face-to-face interactions, email, and Canvas announcements; and tracked the number of tutors who used the Canvas site.

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

Goal 1: Number of students who requested to sign up for online tutoring via NetTutor, the number of students who used the platform, the number of hours tutored, the number of tutoring sessions, and the subject areas tutored to see student need in subject areas.

Goal 2: If the centers were set up to the staff's liking; if CAAR and AP staff used TutorTrac; and if the reports generated met expectations and captured data necessary to assess CAAR's and AP's TutorTrac needs.

Goal 3: Since this was a new initiative, tracking how many peer tutors used the Canvas training and repository site.

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

Goal 1: Used the measures/metrics listed above as baselines to assess future usage benchmarks, which subject areas require more focus, and how to more effectively outreach to students who use the NetTutor platform. No initial benchmarks were set because this was a new initiative and no past service of a similar stripe could be used for comparison purposes.

Goal 2: Used the measures/metrics listed above to ensure that expectations by CAAR and AP were met. Future tweaks and collaborations to streamline processes were also employed.

Goal 3: Used the measure/metric listed above to see how many peer tutors used the online trainings and repository.

What were the results?:

Goal 1:

- Number of students requests to use NetTutor: 283
- Number of students (unique) who used NetTutor: 175
- Number of tutoring sessions via NetTutor: 909
- Total hours and minutes: 411 hours and 40 minutes
- Total number of subject areas tutored: 23

Goal 2: The creation, set up, and use of centers in TutorTrac was successful. Both CAAR and AP staff used the online TutorTrac software to track student appointments and to run reports for efficiently.

Goal 3: Only a handful of peer tutors used the Canvas training and repository site in the Fall 19 and Spring 20 semesters. The low number of users for Fall 19 was largely due to tutors being committed to other activities (classes, internships, other jobs, etc.). For Spring 20, it was COVID-19.

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?:

Goal 1: The implementation of NetTutor and its used by students has a decent initial use and exceeded expectations of the Director of Tutoring Services. Students who would normally be turned away due to asking for help with upper-level courses were provided a viable tutoring alternative online. This is impacted operations for the positive. Also, when FSU went online due to COVID-10 NetTutor was an invaluable tutoring resource for students needing distance learning assistance. The plan going forward is to use FSU peer tutors and NetTutor as a supplement to the core, face-to-face tutoring on campus that students often prefer. Also, using NetTutor to reach out to online students at Hagerstown, etc. As for resources being allocated or redistributed based on the results, NetTutor is continuing to be funded via tech funds and PASS budget.

Goal 2: The use of TutorTrac by CAAR and AP staff streamlined student appointment tracking and incidental reporting, and it continues to do so. The plan is for AP staff to continue to use TutorTrac. The CAAR office is currently defunct due to staff departures. As for resource allocation and redistribution, there were none needed for this endeavor.

Goal 3: The use of the Canvas training and repository site is at a crossroads at the moment. An effort will be made in the future to canvas (no pun intended) peer tutors to see what types of training they want and how they want it delivered. No resources were allocated or redistributed based upon the results.

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

Goal 1: The plan was conveyed to the Academic Success Network (ASN) via face-to-face meetings, email, and other modes of communication. Collaborations with academic departments were solidified and carried out when appropriate.

Goal 2: The plan was conveyed to CAAR and AP via face-to-face meetings, email, and phone calls.

Goal 3: Not applicable. In-house for the Director of Tutoring Services and peer tutor staff only. However, the director plans to reach out to ASN members for advice about how to make tutor training more appealing to students who are busy and "plugged in" elsewhere.

Evidence, artifacts, and or back up documentation:

Attached Files

[NetTutor Usage Numbers FY 2020.xlsx](#)

[NetTutor Student Quick Reference Guide.pdf](#)

[NetTutor Flyer.pdf](#)

[TutorResources Capture.PNG](#)

[NetTutor Home Page Capture.PNG](#)

[Student Email About NetTutor.docx](#)

[TutorTrac Center Capture.PNG](#)

[TutorTrac CAAR Center Report 2020.xlsx](#)

[TutorTrac Academic Probation Center Report 2020.docx](#)

[Tutor Resources Capture 1.PNG](#)

[Tutor Resources Capture 2.PNG](#)

[Tutor Resources Capture 3.PNG](#)

[Tutor Resources Capture 4.PNG](#)

[Tutor Resources Capture 5.PNG](#)

[Tutor Resources Capture 6.PNG](#)

[Tutor Resources Capture 7.PNG](#)

Student Accessibility Services

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

1. To expand regional outreach by providing and sharing information with key stakeholders in our area and colleagues regionally and nationally;
2. Allocate resources (human, financial, and physical) to efforts that increase student support and success; and
3. Ensure academic programs meet student expectations by removing barriers and creating access through appropriate student accommodations and anti-discrimination policies.

Start:

7/1/2019

Providing Department:

Student Accessibility Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1 Increase number of professional networking and collaboration opportunities locally and regionally, both formally and informally.

1.2 Increase opportunities to engage with students and prospective students outside the office setting.

2.1 Supplement small staff and limited office support by increasing accessibility to office staff and services.

2.2 Complete a review of services to find trends and patterns with student needs, interaction, and success.

3.1 Maintain consistently individualized process for students with disabilities, as is best practice and required by law, developing creative solutions to issues of accessibility and the prevention of discrimination.

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

1. Evidence of increased contacts with other professionals, students, and prospective students.

2. Data collected to determine our most popular programs and services within Disability Support Services which require departmental resources.

3. Evidence of policy/procedure change as a result of new information.

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

1. Counting of attendance of meetings or events.

2. Counting of student users of six services to students with accommodation letters.

3. Comparison of our practices with practices of other institutions locally, within the University System, and nationally, as well as with similar policies within the institution.

What were the results?:

1.1 Attendance at 10 MD-AHEAD (Maryland Association on Higher Education and Disability) meetings, nine (9) more than the previous year, including meeting with Office of Civil Rights.

1.2 Provided one Q&A session with tour group and one Open House. Represented at all Open Houses in collaboration with PASS, SSS, and CAAR offices. Social media presence is still extremely limited due to internship changes related to COVID-19.

2.1 Accommodation letters are official documents provided to students and instructors and are the basis for all services a student receives. Most interaction with faculty involve assistance with these letters and accommodations. All DSS student accommodation records were moved to OneDrive where they can be accessed quickly from many environments. Accommodation letters were created and provided to instructors digitally, rather than as a hard copy. New methods of meeting with students included Teams and Zoom to increase access to the office even with health and safety concerns.

2.2 Our most-accessed service for students with accommodation letters is the accommodated testing center. Having only one full-time professional working solely with students with disabilities, allocation of human resources includes one intern and a shared Program Management Specialist. While I am fortunate to have had the assistance of the latter, she must divide her time between DSS, PASS, and Tutoring Center. The DSS portion of this resource continues to be allocated to our testing center which proctored 618 tests for 104 unique DSS students in Fall 2019 (Spring testing center numbers are attached but incomplete due to there being no students on campus from March-May).

2.3 A spring internship project goal was to create more opportunities for student engagement outside the office but was not completed due to spring 2020 closures.

3.1 Director met with 71 unique students in 1:1 meetings to create new individualized plans based on current information.

3.2 Proposed draft policy changes for animals on campus to reflect best practices within the field, and attendance accommodations, which is now consistent with the University's Absences for Health Issues, Bereavement and Other Emergencies policy (see page 28 of attachment 107-regs-20-21.pdf)

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 upcoming year's plan will again include a focus on increasing student engagement outside the office setting, including an increased presence on social media and more interactive tools on our web page.

The DSS office will continue to provide accommodation letters to students and instructors remotely. This was widely successful because (a) this decreased the amount of paper/ink/letterhead consumed by the office; (b) it allowed students to keep a copy of their letter in their email where it could be re-accessed as needed; and (c) email provides a record of receipt by instructor.

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

Goals and their results were communicated in a number of ways. Updates were regularly given in staff and ASN/Enrollment Management meetings. Previous supervisor also required weekly reports which communicated student contacts and other relevant information. In cases where other departments are directly affected (e.g., RLO and animals on campus policy changes), meetings are held.

Evidence, artifacts, and or back up documentation:

Attached Files

[Anonymized Fall 2019 Testing Center.xlsx](#)

[Anonymized Spring 2020 Testing Center.xlsx](#)

[107-regs-20-21.pdf](#)

[2020 UPDATE TO SERVICE ANIMAL DOCUMENTATION GUIDE.docx](#)

[12 ATTENDANCE CONSIDERATIONS.docx](#)

[Services 2019-2020.xlsx](#)

Student Support Services

8/1/18- 7/31/19 TRIO-SSS Departmental Annual Report

Specify your Division/Department Goals Priorities.:

These are the U.S. Department of Education mandated and approved SSS goals:

1. 75% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year.
2. 85% of all enrolled participants being served will meet the performance level required to be in good academic standing.
3. 50% of new participants served by SSS each year will graduate from FSU with a bachelor's degree within six years.

Start:

8/1/2018

Providing Department:

Student Support Services

End:

7/31/2019

Specify your Division/Department Actions Priorities/Plans.:

1.1 Maintain consistent contact with students via individual appointments, ORIE 101 classes, tutoring, study groups, workshops, and social/cultural events throughout the academic year.
1.2 Assist students in developing personal and academic goals for each semester.
1.3 Identify students who have not registered and/or paid their bills by the published deadlines and work with them to resolve problems before the start of the next semester.
1.4 Remind participants of application deadlines and important information regarding Federal Student Aid, state aid, and scholarships in the months and weeks prior to those deadlines. Utilize the FAFSA Submission Report starting in January to ensure completion of the FAFSA by all SSS participants. Assist students with applying for financial aid, completing verification, and maintaining eligibility for federal, state, and institutional grant funds throughout each semester and financial education.

2.1 Discuss academic performance and progress on goals throughout each semester; resolve academic concerns as they arise (including midterm warnings in October and March); provide services to address academic needs throughout every semester.
2.2 Offer professional tutoring and assist with building participants' academic skills throughout each semester to the level necessary to ensure success in college.
2.3 Sponsor workshops in the fall and spring semesters to help participants learn and practice skills that are conducive to academic success.

3.1 Monitor progress in academic program and progress toward timely degree completion by checking final grades at the end of every semester, reviewing schedules for upcoming semester, and monitoring expected graduation dates.
3.2 Develop an eight semester plan with each participant upon acceptance into the program.
3.3 Prepare upper class students for moving into graduate school or the professional world by focusing on portfolio development, resume writing, internship searches, interview skills, career/graduate school fair preparation, applying to graduate school, financing graduate school, and GRE preparation, ongoing but particularly in their final two years of study.

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

1.1 Case notes in PAWS
1.2 Semester goal form submitted online or during first semester meeting
1.3 Enrollment reports (from Registrar's Office and spreadsheet created and updated by SSS administrative assistant)
1.4 FAFSA postcards sent to all students, FAFSA submission report (provided by the Financial Aid Office), case notes in PAWS

2.1 Case notes in PAWS, midterm warning reports from Registrar's Office
2.2 In person tutoring through case notes in PAWS, Net Tutor reports
2.3 Case notes in PAWS

- 3.1 End of semester summary, expected graduation date report for all students over 80 credits
- 3.2 Service log
- 3.3 Case notes in PAWS

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

- 1.1 Case notes in PAWS
- 1.2 Semester goal form submitted online or during first semester meeting
- 1.3 Enrollment reports (from Registrar's Office and spreadsheet created and updated by SSS administrative assistant)
- 1.4 FAFSA postcards sent to all students, FAFSA submission report (provided by the Financial Aid Office), case notes in PAWS
- 2.1 Case notes in PAWS, midterm warning reports from Registrar's Office
- 2.2 In person tutoring through case notes in PAWS, Net Tutor reports
- 2.3 Case notes in PAWS
- 3.1 End of semester summary, expected graduation date report for all students over 80 credits
- 3.2 Service log
- 3.3 Case notes in PAWS

What were the results?:

The 2018-19 APR report was submitted on Friday, Nov 15, 2019

- 1. 94% of participants served by the SSS project persisted or graduated.
- 2. 94% of participants were in good academic standing.
- 3. 67% of new participants served by SSS graduated from FSU with a bachelor's degree within 6 years (2013-14 Cohort).

Additionally, these are the results for each individual action priority:

- 1.1 Results
 - 3,588 case notes were entered into PAWS during the 2018-2019 academic year
- 1.2 Results
 - 192 students completed a semester goal form
- 1.3 Results
 - 22 participants were not registered by the fall 2018 registration deadline, 2 participants were not registered by the start of the fall semester
 - 40 participants were not registered by the spring 2019 registration deadline, 1 participant was not registered by the start of the spring 2019 semester

1.4 Results

- FAFSA postcards were sent to 285 students
- 66 participants had not completed FAFSA by first submission report (provided by the Financial Aid Office), which was reduced to 8 participants by March 1 deadline
- 72 students received financial aid information or assistance in applying for financial aid

2.1 Results

- 268 participants received assistance to address goals and academic performance
- 36% (91/256) of SSS participants received a midterm warning in fall 2018, 33% (95/285) of SS participants had a midterm warning in spring 2019

2.2 Results

- 152 participants received tutoring

2.3 Results

- 115 participants attended workshops according to case notes in PAWS

3.1 Results

- 285 participants had their credits, GPA, upcoming semester registration, and other indicators tracked on the end of semester summary
- 83 students with over 80 credits were tracked on the upcoming graduates report

3.2 Results

- 195 participants currently have an eight semester graduation plan

3.3 Results

- 76 participants received career related services

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. SSS exceeded their federally mandated goals for the program that will remain consistent for the duration of the five year cycle. The way we achieve these objectives, however, will continually be updated and improved as we modify our current plan of operation. For the upcoming year there are a few areas on which we plan to focus.
 - To continue to improve upon tutoring services, the focus will be on Net Tutor. We will synthesize the data that we currently have on file for analysis, as well as create a survey for the fall semester to ask students questions about online tutor usage. The goal of reviewing past semester data and surveying students is to seek how we can increase the NetTutor usage and to address any student concerns with utilizing NetTutor.
 - We believe that improved study skills will help with persistence so we plan to revise our study skills curriculum, particularly for first year students and students in developmental math.

- Another focus is to develop an advising syllabus for SSS to improve communication, outcomes, and expectations related to the advising that students receive from SSS advisors.
 - In order to increase workshop participation, we will be updating material in Canvas, including some video content in our online workshops.
2. Financial resources were not reallocated based on the results. The time commitment of personnel will be adjusted slightly in order to focus on the areas of improvement that were identified for the upcoming year.

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

The plan was conveyed through weekly SSS staff meetings, monthly Academic Success Network meetings, and through ASN directors meetings. There were also regular emails sent regarding these goals, action items, and assessment.

Evidence, artifacts, and or back up documentation:

Attached Files

[COMPL PLANNING Fall 2018 mid term warnings 2188.xlsx](#)
[COMPL PLANNING ESS Spring 2019.xlsx](#)
[COMPL PLANNING Not Enrolled for Fall 2018.xlsx](#)
[COMPL PLANNING Not Enrolled for Spring 2019.xlsx](#)
[COMPL PLANNING Service Log for Fall 2018 and Spring 2019.xlsx](#)
[COMPL PLANNING APR 2018-2019](#)
[FSUSSS SUM BY PARTICIPANT ID 4279.xlsx](#)
[COMPL PLANNING SSS FAFSA List for 2019-2020.xlsx](#)
[COMPL PLANNING updated 3-26-19--SSS FAFSA List for 2019-2020.xlsx](#)
[COMPL PLANNING Spring 2019 midterm warning 2192 mtw.xlsx](#)

8/1/19- 7/31/20 TRIO-SSS Departmental Annual Report

Specify your Division/Department Goals Priorities.:

These are the U.S. Department of Education mandated and approved SSS goals:

1. 75% of all participants served by the SSS project will persist from one academic year to the beginning of the next academic year or will have earned a bachelor's degree at the grantee institution during the academic year.
2. 85% of all enrolled participants being served will meet the performance level required to be in good academic standing.
3. 50% of new participants served by SSS each year will graduate from FSU with a bachelor's degree within six years.

Start:

8/1/2019

Providing Department:

Student Support Services

End:

7/31/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1 Maintain consistent contact with students via individual appointments, ORIE 101 classes, tutoring, study groups, workshops, and social/cultural events throughout the academic year.

1.2 Assist students in developing personal and academic goals for each semester.

1.3 Identify students who have not registered and/or paid their bills by the published deadlines and work with them to resolve problems before the start of the next semester.

1.4 Remind participants of application deadlines and important information regarding Federal Student Aid, state aid, and scholarships in the months and weeks prior to those deadlines. Utilize the FAFSA Submission Report starting in January to ensure completion of the FAFSA by all SSS participants. Assist students with applying for financial aid, completing verification, and maintaining eligibility for federal, state, and institutional grant funds throughout each semester and financial education.

2.1 Discuss academic performance and progress on goals throughout each semester; resolve academic concerns as they arise (including midterm warnings in October and March); provide services to address academic needs throughout every semester.

2.2 Offer professional tutoring and assist with building participants' academic skills throughout each semester to the level necessary to ensure success in college.

2.3 Sponsor workshops in the fall and spring semesters to help participants learn and practice skills that are conducive to academic success.

3.1 Monitor progress in academic program and progress toward timely degree completion by checking final grades at the end of every semester, reviewing schedules for upcoming semester, and monitoring expected graduation dates.

3.2 Develop an eight-semester plan with each participant upon acceptance into the program.

3.3 Prepare upper class students for moving into graduate school or the professional world by focusing on portfolio development, resume writing, internship searches, interview skills, career/graduate school fair preparation, applying to graduate school, financing graduate school, and GRE preparation, ongoing but particularly in their final two years of study.

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

1.1 Case notes in PAWS

1.2 Semester goal form submitted online or during first semester meeting

1.3 Enrollment reports (from Registrar's Office and spreadsheet created and updated by SSS administrative assistant)

1.4 FAFSA postcards sent to all students, FAFSA submission report (provided by the Financial Aid Office), case notes in PAWS

2.1 Case notes in PAWS, midterm warning reports from Registrar's Office

2.2 In person tutoring through case notes in PAWS, Net Tutor reports

2.3 Case notes in PAWS

3.1 End of semester summary, expected graduation date report for all students over 80 credits

3.2 Service log

3.3 Case notes in PAWS

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

Check on this with Tish Cooper; last year did not have to answer as it was part of of previous question.

This year FY20 (2019-2020) - do not have to answer this year. Couldn't change format of report.

What were the results?:

The 2019-2020 APR report was submitted on Friday, November 23, 2020

1. 94% of participants served by the SSS project persisted or graduated.
2. 96% of participants were in good academic standing.
3. 69% of new participants served by SSS graduated from FSU with a bachelor's degree within 6 years (2014-15 Cohort).

Additionally, these are the results for each individual action priority:

1.1 Results

- 4351 case notes were entered into PAWS during the 2019-2020 academic year

1.2 Results

- 174 students completed a semester goal form

1.3 Results

- 23 participants were not registered by the fall 2019 registration deadline, 3 participants were not registered by the start of the fall semester
- 29 participants were not registered by the spring 2020 registration deadline, 3 participants were not registered by the start of the spring 2020 semester

1.4 Results

- FAFSA postcards were sent to 254 students
- 51 participants had not completed FAFSA by first submission report (provided by the Financial Aid Office), which was reduced to 17 participants by March 1 deadline
- 92 students received financial aid information or assistance in applying for financial aid

2.1 Results

- 276 participants received assistance to address goals and academic performance
- 36% (91/256) of SSS participants received a midterm warning in fall 2018, 33% (95/285) of SSS participants had a midterm warning in spring 2019

2.2 Results

- 143 participants received tutoring

2.3 Results

- 69 participants attended workshops according to case notes in PAWS

3.1 Results

- 282 participants had their credits, GPA, upcoming semester registration, and other indicators tracked on the end of semester summary
- 81 students with over 80 credits were tracked on the upcoming graduates report

3.2 Results

- 203 participants currently have an eight semester graduation plan

3.3 Results

- 80 participants received career related services

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. SSS exceeded their federally mandated goals for the final year of the five-year grant cycle. We wrote and were approved for a new five-year grant that will run from Fall 2020-Spring 2025. Our new objectives that were outlined in the new grant will remain consistent throughout the grant cycle. The way we achieve these objectives, however, will continually be updated and improved as we modify our current plan of operation. For the upcoming year there are a few areas on which we plan to focus.

- We will fully implement a new database, Student Access. This involves transferring data, training for staff, and converting to utilizing Student Access instead of PAWS for all SSS data management.
- We will implement a new peer mentoring program to strengthen first year student's connections to FSU. COVID-19 has limited the opportunities available for first year students to meet other students and for SSS to provide in person, group events for students to bond. This mentoring program will provide first year students with valuable connections and support.
- We will increase our focus on career related services, including ensuring that all participants have identified an appropriate major, have an individualized eight semester plan on file, and are introduced to our job search and graduate school assistance services.
- We will intensify financial literacy services and establish a financial literacy curriculum. Participants will have an Individual Financial Plan and will have access to a variety of financial literacy resources.

2. Financial resources were not reallocated based on the results. The time commitment of personnel will be adjusted slightly in order to focus on the areas of improvement that were identified for the upcoming year.

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

The plan was conveyed through weekly SSS staff meetings and Enrollment Management monthly director's meetings. It was also shared directly with the Vice President of Enrollment Management and the Assistant Vice President/Registrar. There were also regular emails sent regarding these goals, action items, and assessment.

Evidence, artifacts, and or back up documentation:

Attached Files

[COMP PLANNING Enrollment for Spring 2020.xlsx](#)

[COMPL PLANNING APR 2019-2020 record of casenotes.xlsx](#)

[COMPL PLANNING Not Enrolled for Fall 2019.xlsx](#)

[COMPL PLANNING Expected Graduation Date Tracking Report.xlsx](#)

[COMPL PLANNING Fall 2019 end of semester summary.xlsx](#)

[COMPL PLANNING Fall 2019 SSS Midterm Warning Report.xlsx](#)

[COMPL PLANNING Spring 2020 SSS Midterm Warning Report.xlsx](#)

[COMPL PLANNING SSS FAFSA Submission Report 19-20.xlsx](#)

[COMPL PLANNING Service Log Fall 2019 and Spring 2020.xlsx](#)

[COMPL PLANNING Spring 2020 end of semester summary.xlsx](#)

Assessment and Institutional Research 2020 AIR Annual Report

Specify your Division/Department Goals Priorities.:

1. Provide analytical support for academic and administrative assessment efforts (FSU SP, Goal 4).
2. Conduct research studies that both support specific campus priorities and help to identify and address institutional needs proactively (FSU SP, Goal 1 & 4).
3. Provide training and technical support in an effort to enhance institutional and student learning assessment (FSU SP, Goal 1 & 4).

Start:

7/1/2019

Providing Department:

Assessment and Institutional Research

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Middle States: (Department Goal 1 and 2)
 - Complete the Middle States Annual Institutional Update and prepare for next self-study in 2023.
2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process.
 - Ensure access to SEI results for new departmental chairs.
 - Revise Workload calculator.
3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models.
 - Develop faculty overload/release data analysis.
 - Provide COVID response support (e.g., LMS data modeling and analysis)
 - Utilize HelioCampus as part of institutional analyses.
4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal

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

1. Middle States: (Department Goal 1 and 2)
 - Complete the Middle States Annual Institutional Update and prepare for next self-study in 2023. Completion of annual update and updating of related webpages.
2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process. 15 new chairs and 2 new administrative assistants began during the reporting period.
 - Ensure access to SEI results for new departmental chairs. New chairs access to archive of SEI results.
 - Revise Workload calculator. Language to confirm dean's responsibilities in approving adjunct and overload contracts.
3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models. HelioCampus dashboard development.
 - Develop faculty overload/release data analysis. HelioCampus dashboard development.

- Provide COVID response support (e.g., LMS data modeling and analysis). HelioCampus dashboard development.
- Utilize HelioCampus as part of institutional analyses. See above.
- 4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal 3). Number of HelioCampus dashboards and users.

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

Because many of AIR's action priorities are operational in nature, its assessment measures reflect evidence of the successful completion of each action item.

1. Middle States: (Department Goal 1 and 2)
 - Complete the Middle States Annual Institutional Update and prepare for next self-study in 2023. Completed revised-format annual update in a timely fashion and began work to update assessment group webpages.
2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process. 15 new chairs and 2 new administrative assistants began during the reporting period. Individual training was provided.
 - Ensure access to SEI results for new departmental chairs. New chairs were given access to archive of SEI results.
 - Revise Workload calculator. A note was added to confirm dean's responsibilities in approving adjunct and overload contracts.
3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models. HelioCampus dashboards were developed, in consultation with the Office of the Provost and the Division of Administration and Finance.
 - Develop faculty overload/release data analysis. A HelioCampus dashboard is under production.
 - Provide COVID response support (e.g., LMS data modeling and analysis). HelioCampus dashboards were developed in response to pandemic's effect on enrollment, course delivery, etc..
 - Utilize HelioCampus as part of institutional analyses. See above.
4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal 3). Number of HelioCampus dashboards and users.

What were the results?:

1. Middle States:
 - Complete the Middle States Annual Institutional Update: *Completion of report and timely submitted to MSCHE in May 2020 (attached).*
2. Improve SEI and Workload calculation processes:
 - Work closely with incoming departmental chairs to familiarize with SEI process: *Individual trainings were held over reporting period.*
 - Ensure access to SEI results for new departmental chairs.: *Over the reporting period, AIR worked closely with new department chairs and administrative assistants to familiarize them with accessing departmental data and U: drive summaries. Attached is current accessee list.*
 - Revise workload calculator: *revisions were made to ensure any changes made to workload calculator policy were the responsibility of the dean signing the contract.*
3. Complete Institutional Analysis
 - Complete program costing/academic portfolio management analyses and productionalization of retention models.: *Completion of analysis. Attached.*
 - Develop faculty overload/release data analysis.: *Attached.*
 - Provide COVID response support (e.g., LMS data modeling and analysis). *Attached.*
 - Utilize HelioCampus as part of institutional analyses: *Several major analyses distinct from dashboards (e.g. program costing/academic portfolio management analyses, productionalization of retention models, faculty overload/release time data analyses) were partially completed during reporting period. Additionally, HelioCampus was utilized to confirm revised reporting of faculty workload to USM, based on student credit hours as opposed to course unit production.*
4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms: *Number of AIR Data Request Forms=26 (a continuing reduction from last year, due to increased usage of HelioCampus). 1,700+ dashboards currently in use; 125 user licenses (an update to users was conducted over the reporting period)*

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?:

Over the reporting period, the Office of Assessment and Institutional Research (AIR) assisted with the logistics of Frostburg State University's pandemic response, including efforts to

transition from in-person to a hybrid teaching modality, arranging COVID testing scheduling, and researching campus-wide interest in on-campus vaccination scheduling (see attached).

Additionally, AIR staff now serve on and actively participate in important university committees, including the Staff Senate, the CLAS Assessment Council, the Assessment and Institutional Effectiveness Council, the Proposal Advisory Group, and the Student Success/Retention Committee.

AIR also continues to coordinate and analyze the results of the FSU Experience Survey and Alumni Surveys, administered on Baseline (see attached).

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

Weekly staff meetings (as opposed to every other week in previous cycles) continue to serve as the mechanism by which the Office shares efforts, progress, and aligns with the institutional strategic plan.

Evidence, artifacts, and or back up documentation:

Attached Files

[Annual Update 2020 - a056f00003DGXLiAAP.pdf](#)

[SEI users.xlsx](#)

[DefaultReport 2021-02-10 Form 53 Responses from 2019-07-01 to 2020-06-30.csv](#)

**Center for International Education
CIE Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:**

1. The CIE will Increase Total International Student Enrollment
2. The CIE Increase Total Study Abroad Enrollment
3. The CIE Will Successfully Learn How to Process H1B Visas/OPT and Permanent Residency Employment for FSU Employees

Start:

7/1/2019

Providing Department:

Center for International Education

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. The CIE will increase the total number of international students by recruiting students more actively from partner schools and language schools. The staff will hold virtual meetings with our international partners and travel to language schools to recruit students. (Aligns with the CIE Strategic Plan Goal #1 and the University Strategic Plan Goal #2)
2. The CIE will increase total study abroad enrollment by way of increased classroom presentations. We will also have two former study abroad students attend every Open House and Information Session. (Aligns with the CIE Strategic Plan Goal #2 and the University Strategic Plan Goal #2)
3. Beginning in July 2019, the CIE will be responsible for the handling of H1B Work Visas for international faculty hires. The CIE staff will learn and understand the visa process so that instructors may obtain work visas before the start of their contracts. In addition, we must learn about the regulations and application process for permanent residency. (Aligns with the CIE Strategic Plan Goal #4 and the the University Strategic Plan Goal #3)

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

1. The CIE measured the total number of international students who were recruited from partner schools and language schools for the 2020 academic year and compared it to the number of international students from the 2019 academic year.
2. The CIE measured the number the total number of study abroad students who had participated in study abroad experiences during the 2019 academic year and compared this to the total number of students who were enrolled during the 2020 academic year.
3. During the 2020 academic year, the CIE had two training sessions for H1B Work Visas/Permanent Residency/OPT Employment—one with the international office at Salisbury University and the other with the international office at the University of Maryland Baltimore. In addition, the CIE staff regularly looked for guidance from an immigration attorney. At the end of

the year, the CIE was able to show proof that we had successfully processed a total of five government applications. All five employees were able to successfully obtain H1B Work Visas, OPT, or permanent residency status. The CIE does not have the records for the previous year, but we now have spreadsheets that include all of the H1B, F1/OPT, and Permanent Residency employees. *Side Note: If the CIE does not properly process documents, the international instructors would be denied employment authorization from United States Customs and Immigration Services; therefore, training and understanding of the government regulations is essential.*

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

1. The CIE used enrollment data to determine the success rate for the recruitment of international students from language schools and partner schools.
2. The results of this assessment will assist the CIE in determining the success rate of providing classroom presentations in the CoE and the CoB. During the Fall 2019 and Spring 2020 semesters, CIE staff intentionally scheduled classroom visits with 100-level Education classes in the CoE and Professional Development classes in the CoB. An increase of enrollment could also be due to the presence of two former study abroad students participating in all of the Open Houses and information sessions during the academic year. The information sessions were held every other Friday during the Fall and Spring semesters.
3. The results of the training throughout the year suggests that the CIE staff understands the complexity of processing H1B and permanent residency applications. Since five total applications were approved and the employees were able to begin their employment on time, we can confirm that the training was a success. The training for this process will continue as government regulations are constantly changing. The CIE also works very closely with the FSU Human Resource Department in processing the applications for new employees. We will continue to grow in our knowledge with the H.R. Department as the number of international employees continues to grow.

What were the results?:

1. Overall, the total student enrollment for the 2020 academic year increased to 401 compared to the previous year of 2019 with a total of 285. The results of the data show that the CIE had enrolled more international students from language schools for the 2020 academic year (total of 15) compared to the previous 2019 year (total of 9). The major increase of students from language schools was due to the LADO Language Camps. In addition, the total number of students enrolled in the HUTB/FSU program increased to 353 compared to the previous year with 234 students. Attached to this report is the 2019/20 international student enrollment data.

2. At the end of the 2020 academic year, the CIE had approved a total of 41 FSU students to study abroad in various programs. This is an increase over the previous year of 39 total students participating in study abroad programs. We originally had 47 students enrolled for the spring 2020 semester; however, there were some programs that got cancelled due to the pandemic. In spite of the pandemic, the CIE still met its goal of enrolling and sending more students abroad this academic year. Attached to this report is the 2019/20 study abroad student enrollment data.

3. By the end of the 2020 academic year, the CIE had two training sessions for H1B Work Visas—one with the international office at Salisbury University and the other with the international office at the University of Maryland Baltimore. In addition, the CIE staff regularly looked for guidance from an immigration attorney. At the end of the year, the CIE was able to show proof that all newly hired instructors (5 total), from outside of the United States, were able to successfully obtain H1B Work Visas, OPT, or permanent residency status. The CIE does not have the records for the previous year, but we now have spreadsheets that include all of the H1B, F1/OPT, and Permanent Residency employees. *Side Note: If the CIE does not properly process documents, the international instructors could be denied visas; therefore, training and understanding the government regulations is essential.*

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. The increase of transfer students from the language schools determines that recruitment efforts will continue at these schools. The CIE will also continue to host the LADO Summer Camps—even though the pandemic caused us to cancel the summer camps for 2020 and 2021. Additional staff resources from other units of the University assisted the CIE in providing services to the new international students: Student Support Services, Chartwells, Graduate Services, Office of Admissions, Conferences and Events, and the Residence Life Office. No resources were allocated or redistributed by these results.

2. Because of this increase in overall study abroad enrollment, the CIE will continue to schedule classroom presentations for 100-level Education courses in the CoE and Professional Development courses in the CoB. Funds from the CIE budget were used to hire two student workers for the year. Moving forward, the CIE will also continue to hire two former study abroad students each year in order to attend all information sessions and Open Houses. Due to the pandemic, the CIE hasn't been able to hire student workers for this current year; however, we look forward to hiring them after the pandemic settles. They are tremendous recruiting tools for the department!

3. Since the CIE has received training for the processing of H1B Work Visas/ OPT and Permanent Residency Employment, FSU can continue to hire international instructors which supports our strategic plan for hiring a diverse faculty. Throughout the year, FSU did have to pay the fees for using an immigration attorney. During the current year, the CIE did not consult as often with an immigration attorney since we've retained the knowledge from the first-year cycle.

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

1. The CIE staff member who had recruited at the language schools had provided the director with a report each time that she had traveled to the partners. This information was shared with the Provost Office, the International Education Advisory Council, Admissions Department, and any other FSU departments requesting this information.
2. The CIE staff regularly met together with the Department Chairs in the CoE and College of Business to discuss recruitment strategies in the classrooms. After each classroom presentation, the staff member reported back to the CIE Director. The data/results were shared with the CIE staff, the International Education Advisory Council, the College of Business Dean, the College of Education, and the Provost.
3. The CIE staff had met with regularly throughout the year with the Human Resource staff in order to share the information from the trainings and the immigration attorney(s). The CIE also communicated regularly with the Deans from the colleges and the various Department Chairs concerning the status of the applications for each employee. In addition, the plans were conveyed to the Provost so that she was aware of updates for each employee. The information about the CIE taking on this process was also shared with the International Education Advisory Council.

Evidence, artifacts, and or back up documentation:

Attached Files

[International Student Enrollment Data Spring 2020 All Students.pdf](#)

[Study Abroad Data 2019-2020.pdf](#)

[2020 Center for International Education Annual Assessment Report for Campus Labs.pdf](#)

[Study Abroad Data 2019-2020.pdf](#)

College of Arts, Humanities, Social & Behavioral Sciences

2019-2020 CLAS Annual Strategic Plan Outcomes Report for AIEC

Specify your Division/Department Goals Priorities.:

1. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goals #1 and #2: Acquisition and application of knowledge and providing engaging experiences.)
2. Serve as a collaborative partner in economic development, cultural engagement, and K-12 outreach to the local community, region, and state. (Aligns with University Strategic Plan Goal #3: Expanding regional outreach and engagement.)
3. Develop new programs to respond to emerging needs and workforce development. (Aligns with University Strategic Plan Goal #4: University resources and ensuring academic programs meet student and workforce expectations.)
4. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4: University resources and providing professional development opportunities.)
5. Recruit and retain a diverse student population. (Aligns with University Strategic Plan Goal #4: University resources and developing a recruitment and retention plan.)

Start:

7/1/2019

Providing Department:

College of Arts, Humanities, Social & Behavioral Sciences

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.a. Ensure academic excellence through program and student learning outcomes assessment.
- 1.b. Encourage and support faculty implementation of applied, experiential, and interdisciplinary learning activities.
- 1.c. Enhance classroom instructional environment to support improved student learning.
- 1.d. Encourage and support faculty research, creative activities, and other professional development activities that involve students.
- 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.
- 2.b. Promote FSU outreach programs for K-12 students.

- 2.c. Partner with local, regional, and state businesses to enhance economic development.
- 2.d. Support community engagement and cultural enhancement through college hosted and sponsored events.
- 2.e. Collaborate with the Advancement Office and FSU Foundation on alumni outreach and fundraising efforts.
- 3.a. Continue to implement Nurse Practitioner Programs.
- 3.b. Continue to implement initial Physician Assistant Medicine Program.
- 3.c. Review other programs such as Criminal Justice, Construction Management, and Social Media to address workforce shortage needs.
- 3.d. Encourage faculty collaboration to develop new programs.
- 4.a. Encourage faculty professional development opportunities using on-campus resources, especially activities that are aligned with college strategic priorities.
- 4.b. Provide mentoring outside of the department for all new full-time faculty.
- 4.c. Provide training for Chairs.
- 4.d. Promote faculty diversity in hiring by encouraging the application of diverse candidates.
- 5.a. Collaborate with university offices to recruit and retain qualified students from all backgrounds.
- 5.b. Work with departments to review bottleneck courses and decrease DFW rates.
- 5.c. Review course offerings/scheduling and streamline curricula to improve time-to-degree.

All of these action priorities are linked to university goals. See the Goals/Priorities box.

- 1.a. through 1.d. are linked to University Goals 1 and 2.
- 2.a. through 2.e. are linked to University Goal 3.
- 3.a. through 3.d. are linked to University Goal 4.
- 4.a. through 4.d. are linked to University Goal 4.
- 5.a. through 5.c. are linked to University Goal 4.

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

GOAL 1 (promoting and supporting activities of educational distinction)

1.a. Measures included the numbers of new student learning outcomes assessment plans, updates/outcomes, and reviews done by the CLAS Assessment Council. Programmatic changes in classes, curriculum, and assessment processes due to data analysis and informed decision making are noted in Compliance Assist through the programs' reports and the council's evaluations. Also, measures include the number of successful program reviews, accreditation/re-accreditation of programs, and Dean's Office membership on advisory groups at the university level. Numbers of reports completed (e.g. SLAAG report, GLAAG report, report for AIEC, etc.) are also measures. The Dean's Office reviewed student enrollments, retention data, graduation rates, numbers and types of bottleneck courses, DFW rates, etc. looking for improvements.

1.b. Associate Dean Fritz keeps records of numbers of FSU Connections, interdisciplinary (IDIS) courses, and students enrolled in each.

1.c. Numbers and types of tech requests, classroom requests, classroom improvements, age of equipment, and the funding support for each are tracked.

1.d. The Dean's Office tracks the number of Provost Experiential Learning Enhancement Funding (PELEF) applications and those that are funded along with the funding amount for each. Activities of educational distinction and events involving students are noted. Numbers of student participants and funding are tracked. Survey data is available for some events.

GOAL 2 (collaborative partner in economic development, cultural engagement, and K-12 outreach)

2.a. and 2.b. Measures include numbers and types of programs offered, schools involved, participants, as well as budgetary support. Some survey data is available. Names of schools, dates of outreach, grade levels, numbers of students, names of teachers, names of presenters, and types of activities are noted and are reviewed by the Dean and Associate Dean for reassigned time outcomes evaluations.

2.c. Numbers and types of collaborative economic development events are noted.

2.d. Numbers and types of cultural engagement entities are tracked.

2.e. Numbers of collaborations, alumni contacts, and amounts raised through fundraising are reviewed.

GOAL 3 (development of new programs)

3.a. and 3.b. Measures include successful accreditation of the programs. Numbers of positions (PINs, FTNTT faculty, and adjuncts) needed and financial support for the programs are tracked. Enrollments, numbers of course sections, and DFW rates are reviewed along with retention and graduation rates.

3.c. and 3.d. Measures are the numbers of new programs reviewed/researched and the data that help make decisions (e.g. workforce shortage information). Numbers of new programs and types of curricular changes that are proposed and successfully approved through university governance are noted.

GOAL 4 (recruitment and retention of diverse and talented faculty and staff)

4.a. Faculty report on professional development activities in their faculty evaluation materials and personnel applications. Student evaluation and faculty evaluation numbers and comments are reviewed by the Dean's Office. Measures are the number of hires and those faculty retained. Numbers of successful renewals, promotions, sabbaticals, and tenure applications are noted.

4.b. Lists of mentors/mentees are kept in the Dean's Office. Full-time faculty mentor/mentee survey data is reviewed by the Dean and Associate Dean and is available.

4.c. Numbers and types of training sessions for Chairs are tracked.

4.d. Data for numbers of candidates for jobs, interviews, and diversity of candidates are kept by the Dean's Office and HR.

GOAL 5 (recruitment and retention of a diverse student population)

5.a. Enrollment numbers for programs/courses are reviewed. Numbers and types of collaborations with university offices are tracked. Admission enrollment numbers (including specific information about students and where they are from) are reviewed. Increases and decreases in enrollment and patterns are noted.

5.b. DFW rates, graduation numbers, retention rates, and numbers of bottleneck courses are noted. Enrollment numbers for courses and programs are reviewed.

5.c. Time-to-degree information is tracked. Number of course offerings, problems with scheduling, and numbers of changes proposed and approved by faculty governance for curricula/courses are noted.

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

N/A The AIEC decided in the summer of 2019 to take this section out of the report.

What were the results?:

1.a. Program reviews were completed for Biology, Counseling Psychology, English, Applied Ecology and Conservation Biology, Health Science, History, Psychology, and Social Science. The CLAS Undergraduate Assessment Council reviewed student learning assessment outcomes for 31 of 34 programs for AY 2018-2019. Associate Deans Herzog and Fritz met with Linda Steele, new coordinator of LBST and Social Science programs, to develop new student learning assessment plans for those programs. A yearly report for SLAAG was completed by Associate Dean Herzog and CLAS Assessment Chair, Jill Morris. Associate Dean Fritz completed a report for GLAAG on CLAS graduate learning assessment outcomes. Fritz was also a member of the GEP Review Committee. Associate Dean Herzog, along with Janet Mattern and Assyad Al-Wreikat, completed a thorough review of 19 departmental strategic plan outcomes reports for 2018-2019 as part of the duties for the the Assessment and Institutional Effectiveness Committee (AIEC). Herzog gave each department feedback on their ratings via email. Herzog completed the CLAS strategic plan outcomes report for the AIEC, and it was reviewed by Interim Provost Mike Mathias and Janet Mattern. Associate Dean Fritz was a member of the Program Advisory Group which gave feedback to programs regarding curricular changes. Program Coordinator Steele worked with Engineering on accreditation initiatives and helped write the self-study report. Dean Hixson met with the ABET accreditation team on October 28 and 29, 2019. The Dean's Office tracked enrollments, bottleneck courses, retention, DFW grades, and graduation rates. Meetings were held with departments to address concerns. Additionally, the Dean's Office attended the Academic Affairs Retreat and follow up session on January 9, 2020 and May 6.

1.b. Associate Dean Fritz coordinated the FSU Connections Program. He was responsible for recruitment of communities to ensure a sufficient number of seats for incoming first-year students, and he placed students into communities for Preview FSU. Fritz worked with academic department chairs and faculty to secure sufficient number of sections of IDIS 150 to meet needs. He worked with faculty to develop new topics for IDIS 150, 160, and 350. He also participated in several meetings regarding Preview FSU, Orientation, and testing of first-year students. Additionally, the Dean's Office implemented the Provost Experiential Learning Enhancement Funding Program (PELEF) for the college. The office received 21 outstanding applications totaling \$59,278 in requested funds. CLAS had \$25,500 available in PELEF funding to provide complete or partial funding for all 21 projects. All data is kept in the Dean's Office.

1.c. The Dean's Office received, reviewed, and ranked tech fund requests before sending them to the IT Office. Tech requests and expenditures were finalized and implemented in the summer of 2020. The Dean's Office continued attending meetings and planning for the new Education and Health Science Center. The COSC/IT Department had renovations done in their office suite. Dean Hixson collaborated with the Division of Administration and Finance and others on campus to upgrade the Guild Center and Fine Arts Building. Dean's Office was on the COVID-19 Working Group to develop and implement the Pandemic Infectious Disease Plan. The Dean

and Associate Deans worked with CLAS faculty to continue instruction using alternative methods. Several planning meetings were held regarding spring, summer, and fall classes. Classroom capacities with 6 feet social distancing were determined.

1.d. The Fourteenth Annual Appalachian Festival, under the direction of Kara Rogers Thomas was held in September of 2019. Several CLAS faculty and students presented at a virtual Focus Frostburg event in April. The CLAS Dean's Colloquium was planned by Program Coordinator, Linda Steele. It was held virtually on April 27, 2020 for students to discuss their research and creative projects completed with faculty/staff mentors. Four students were nominated by four programs, and three participated in the event. Unfortunately, the Undergraduate and Graduate Research Symposiums were cancelled due to COVID-19.

2.a. The Dean provided budgetary and attendance support as well as reassigned time for directors of the Multimedia Learning Center, Center for Literary Arts, FSU Museum of Natural History, and others in the college to continue educational outreach programs to the K-12 population and community. Reassigned time outcomes were kept by the directors (Speights, Browne, and Seddon) including numbers and types of programs, participants, presenters, schools, etc. Some survey data is available.

2.b. Several faculty and staff in CLAS departments provided outreach programs to K-12 students. The Dean's Office attended the Second Annual Mountain Maryland Theatre Festival sponsored by the Department of Theatre and Dance on January 10 and 11 of 2020. Approximately 50 middle and high school students from Western Maryland and Pennsylvania attended the event and engaged in learning activities. Preparations for the November 9, 2019 FSU STEM Festival on the FSU campus were made. Program Coordinator, Linda Steele, and Associate Dean Fritz attended meetings and collaborated with the public schools, local businesses, and FSU faculty/staff to prepare for the event. Approximately 300 people attended. Preparations were started for a May 2020 STEM Festival, including a display from Carnegie-Mellon. Unfortunately, the event was cancelled due to COVID-19. Dean Hixson also worked with Karen Lau to plan for a Summer Music Academy which was cancelled.

2.c. Two staff members in Physics and Engineering, Duane Miller and Kevin Fearon, along with other folks are using 3-D printers to make masks (face shield components and parts). So far more than 200 masks have been distributed to FSU police officers, local nursing homes, local doctors' offices, and Frostburg City Police. Dean Hixson attended a Mountain City Traditional Arts Project meeting, an Evergreen Heritage Center meeting, and a Northrop Grumman meeting to discuss economic development.

2.d. The Dean's Office was represented at many cultural events. Dean Hixson and Associate Dean Herzog worked with Dustin Davis and the College of Education on the Ricky Arnold Photos Display Exhibit.

2.e. Dean Hixson met with Lynn Ketterman on a monthly basis and helped to procure funding for the African American Studies program. The Dean's Office attended the Advancement Partners Luncheon, the Dean attended a Foundation Board Meeting, and Associate Dean Herzog attended the Sloop Awards Dinner on March 7, 2020. Lynn Ketterman and Janelle Moffett attended the CLAS Chairs' Retreat on August 15, 2019 to present information on how the

Foundation can support departments as well as how departments can help the Advancement Office.

3.a. The Nurse Practitioner Programs, with one concentration in Family and the other in Mental Health, continues to be implemented since its commencement in fall of 2018. an accreditation team was on campus in April of 2019 to review all of the graduate programs in Nursing for re-accreditation (MSN programs) or for accreditation (NP programs). According to Department Chair, Heather Gable, "The MSN program at FSU which includes all four concentrations of FNP, Leadership and Management, Nursing Education, and PMHNP was awarded a continuation of accreditation for 10 years (or 2029 for the next site visit). This is the maximum amount of years CCNE awards." The Dean attend the ACM/FSU Nursing Collaborative-FSU Team meetings.

3.b. The Physician Assistant Medicine Program commenced in the summer of 2019. The Dean's Office continues working with the Chair to implement the program, including visits to Hagerstown and meetings at FSU or online. The Dean's Office met with Congressman Trone at the Hagerstown Clinic on August 28, 2019.

3.c. Several meetings were held to review possible Criminal Justice and Life Cycles Facilities Management programs. the Life Cycles Facilities Management program was approved. Dean Hixson and Associate Dean Herzog attended a Sports Communication meeting with Dean Williams and representatives from CLAS and the College of Education on January 28, 2020. Dean Hixson and Associate Dean Fritz attended a meeting on April 27 to discuss E sports and game design. Planning is underway for a Doctor of Nursing Practice (DNP) program and possible RN program. Linda Steele was hired as the new coordinator of LBST and Social Science programs in January of 2020. The Provost convened meetings on October 31 and April 28 to discuss new program development.

3.d. The newly formed CLAS LBST Ad Hoc Committee met on November 13 and in the spring 2020 semester with a goal of "creating a defined curriculum for LBST majors that is flexible and can serve as a degree for students who have not found a 'home' in another major or for students who need an accessible route (online) to finish a bachelor's degree." Program Coordinator, Linda Steele, worked with departments to develop articulation agreements with colleges. She collaborated with the Provost's Office and Admissions.

4.a. Greg Wood, President of Phi Kappa Phi; Linda Steele, VP/President-Elect; Heather Gable, Treasurer; and Cindy Herzog, Secretary, encouraged faculty to become active members of The Honor Society of Phi Kappa Phi. The Dean's Office recommended talented faculty for the CLAS Assessment Council, CLAS Curriculum Committee, LBST Ad Hoc Committee, and the CLAS Faculty Awards Committee. Faculty were encouraged to attend the Center for Teaching Excellence Conference and workshops, advising workshops, and those sponsored through the Office of Human Resources and the IT Office. Associate Dean Herzog encouraged several faculty members to apply for the Employee development and Leadership Series through HR. She nominated two staff members. Cindy Troutman, Executive Administrative Assistant, served on the HR Partners Committee. Additionally, a CLAS Collaborative Event was held at the Gunter Hotel on October 22 for faculty to interact with each other and brainstorm initiatives for the college. Approximately 46 people attended. Surveys about the event as well as forms to record interdisciplinary collaboration ideas were completed. Another event was planned for March 24 but was cancelled due to COVID-19.

4.b. Associate Dean Herzog implemented the initiative for new TT and FTNTT faculty members to receive mentoring outside of their departments. A survey was done with mentors and mentees to get feedback on the mentoring program. A new faculty breakfast was held at the Princess Restaurant on September 11.

4.c. Associate Dean Herzog helped to set up a Compliance Assist training session for Chairs/Coordinators with the Office of Assessment and Institutional Research on September 17, 2019. She provided many hours of individual training for Chairs in Compliance Assist, Strategic Planning, Strategic Planning Outcomes, and Student Learning Outcomes Assessment. Cindy Troutman set up a Budget Review session for interested Chairs on October 29, 2019. Newly elected Chairs for AY 2020-2021 were paired with out-of-department mentors who had been Chairs or who are currently serving in that role. A new Chairs meeting was held on May 4, 2020.

4.d. Heather Killeen and Tara Strother (HR) attended the CLAS Chairs' Retreat on August 15, 2019. They presented on the hiring process. Dean Hixson worked with departments to search for, interview, and hire qualified and diverse faculty. Associate dean Fritz was the Chair of a search committee for the Environmental safety and Sustainability Officer position. Cindy Troutman, Executive Administrative Assistant, was a member of the College of Education Executive Administrative Assistant Search Committee.

5.a. Linda Steele, Program Coordinator, is the advisor for the Social Science and LBST programs. She is also the Co-Chair of the Collaboration and Communication Subgroup of the Excellence in Academic Advising (EAA) national project. She is a member of the EAA Steering Committee. Associate Dean Fritz serves as a member of the Institutional Commitment Committee for the EAA project. Fritz worked virtually at Preview FSU. Associate Dean Herzog served on the Students of Concern Committee and worked with Student Affairs on cases. She collaborated with Vickie Mazer and coordinators of graduate programs to review graduate student appeals for university re-admission. The Dean's Office was represented at all Open House events and receptions down state. Amy Shimko was invited to the October 8 CLAS Chairs Council meeting to talk about career development and internships. The Dean's Office welcomed students during the first day of the fall and spring semester. Refreshments were provided in the Gira and Compton buildings. Program Coordinator Steele and Associate Dean Herzog went to Keyser High School on September 25 to recruit students. Associate Deans Herzog and Fritz were members of a Student Complaint Process Working Group. Dean and Associate Dean Fritz attended meetings to discuss planning and implementation of Living/Learning Communities. Associate Dean Herzog collaborated with Chairs to compile answers to five questions about recruitment for the Provost. Report was completed on April 13, 2020.

5.b. Dean Hixson met with departments to review high DFW rates and bottlenecks and to develop corrective actions. Dean's Office used the Helio/Lynx information and other information to track enrollments, bottleneck courses, retention, and graduation rates.

5.c. Dean Hixson developed a three-year course schedule template for Chairs to complete. He is looking to improve efficiency in scheduling courses, advising, and time-to-degree. The Dean and Associate Dean Fritz review course scheduling and approve changes. They approve

independent study requests. Associate Dean Fritz attended meetings to review software options for the course catalog.

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. The results impacted operations. The focus of the 2020-2021 academic year plan is similar to previous plans focusing on promotion and support of educational distinction; serving as a collaborative partner in cultural engagement, economic development and K-12 outreach to the local community; developing new programs to respond to emerging needs and workforce shortage areas; recruiting and retaining diverse and talented faculty and staff; and recruiting and retaining a diverse student population. There are a few new action priorities, however, that the college will focus on this academic year. First of all, the college will support and encourage faculty development in instruction and pedagogy. This is essential with the hybrid and online teaching due to the pandemic. Secondly, the college is launching a new Life Cycle Facilities Management Program to respond to emerging workforce needs. We also are encouraging faculty to develop new programs that respond to emerging needs and workforce shortage areas. Finally, the college will be continuing to develop strategic recruiting practices to broaden faculty and staff applicant pools, diversify selection committees, and hire diverse candidates.

2., Yes. Resources were allocated and redistributed based upon programs that address workforce shortage areas. Financial and human resources were allocated and redistributed. Resources continue to be redistributed, for instance, to the Nursing programs and Physician Assistant Medicine programs to respond to workforce shortage areas. Resources were allocated to the new Life Cycles Facilities Management - LCFM -(Construction Management) program. A new coordinator of the LCFM program was hired. Additionally, Linda Steele is now the coordinator of Social Science and Liberal Studies programs. She is no longer working with Engineering but will focus on the development of these two programs (SOSC and LBST). She will also be working more often with the Dean's Office on projects and communication. The newly developed LBST Ad Hoc Advisory Committee is giving interested faculty an opportunity to develop concentrations in the LBST program as well as a completer program for the workforce.

PIN decisions and decisions about FTNTT and adjunct faculty hiring are based upon enrollment data and need as well as budget. This year with major budget deficits to consider, the Dean's Office had to work with Chairs to cut several adjuncts, overload courses, and classes. Tech fund requests are based upon budget, enrollment data, student usage, age of equipment, etc. Operating budgets in departments are based upon enrollment data, budgets, and need. Travel was cut in departments. Additional faculty travel support from the Dean's Office is very limited but based upon accreditation needs of departments as well as new faculty

professional development requirements for tenure/promotion. PELEF funding is based upon quality of the project and how many students will benefit from the experiential activity, creative activity, or research. CLAS will continue to support the Director of the Multimedia Learning Center, the director of the Center for Literary Arts, and the Director of the FSU Museum of Natural History as much as we can since we value educational outreach components. Limited reassigned time is available right now, however, for educational outreach. Bill Seddon, who normally has reassigned time to do K-12 outreach and direct the museum, chose not to take reassigned time in the fall semester since his department needed him to teach extra courses when two faculty members left the university. Jason Speights normally has two courses of release time to direct the Multimedia Learning Center but will now have just one course release. Kim Hixson is spending more time looking at budget cuts, collaborations and fundraising with Advancement, and online/hybrid teaching modalities as we face the COVID -19 pandemic. Scott Fritz continues to track enrollment data for courses, graduate assessment, curricular changes, independent studies, etc. He spent more time this summer of 2020 in meetings and enrolling students virtually in Preview FSU since they could not be on campus. More of Cindy Herzog's time is spent in strategic planning and outcomes assessment, undergraduate student learning outcomes assessment, etc. All of us in the CLAS Dean's Office have attended more academic and budget planning meetings than previously due to COVID-19.

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

The CLAS strategic plan and results are conveyed to the Division through compliance assist, meetings, reports, a bookmark that lists the plan, and achievement booklets that are available.

The strategic plan was conveyed to faculty at a beginning-of-year CLAS Faculty Meeting in August of 2019. The strategic plan was listed on a bookmark for faculty. The plan and outcomes were also listed in the Summer and Fall/Spring CLAS Achievement Booklets that were distributed electronically to all CLAS Faculty in August of 2019 and May of 2020. Some hard copies of the booklets were made available in August.

CLAS Chairs were given copies of the strategic plan as well as outcomes in an August retreat (2019). Throughout the year, they were reminded of strategic plans and outcomes. Most major outcomes that involve resources are usually shared first with Chairs who then convey results to their departments.

Linda Steele posts the CLAS strategic plan, outcomes, and achievements on the CLAS Web site.

All documentation for strategic plan outcomes are kept in the Dean's Office, as the documents many times are confidential. There are no attachments here in this report due to the confidential nature of the reports.

Evidence, artifacts, and or back up documentation:

Communication

Departmental Outcomes Annual Report for 2019-2020

Specify your Division/Department Goals Priorities.:

Goal 1: develop policies, procedures and documents that will stabilize the department and support the full-time faculty in their work. (Links to CLAS Goal 4 and University Goal 4)

Goal 2: develop and promote educational programs that are needed for professions, now and into the future. (Links to CLAS Goal 3 and University Goal 4)

Goal 3: develop plans to ensure that the unit's hardware, software and facilities meet the instructional needs of faculty to educate FSU students now, and into the future to meet industry expectations and to make FSU students competitive. (Links to CLAS Goal 1 and University Goals 1 and 2)

Goal 4: participate in actions that extend the reach of the department to educate any, and all, FSU students. (Links to CLAS Goal 2 and University Goal 3)

Start:

7/1/2019

Providing Department:

Communication

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1A: Foster Professionalism and Teamwork, and Develop Schedules and Bylaws

Continue to work to foster professionalism and teamwork within the department and develop documents for department operations and governance such as updated faculty evaluation policies for the unit and long-term course schedules.

1B: Address Faculty Attrition and Morale

Through a collective effort of the department's educational professionals, solutions will be identified to reduce teaching overloads, faculty turnover and dependence on adjunct faculty.

1C: Petition for PINs and a Technical Manager for Studio

Continue to advocate for PINS and FTNTT resources to sustain current and projected major and minor levels and credit hours generated. Continue to impress upon administration the need for a Technical Manager to facilitate television studio use and rental for local, regional and national

organizations and businesses. This person will reduce demands on existing staff who can then make greater use of FSU-TV3 facilities. This also supports Action Priority item 3C.

1D: Locate Professional Development Funds

As the department's curricula are revised to prepare for the future, faculty and staff need to re-tool to effectively deliver those new experiences. As such, additional funds will be identified and secured for professional development for Communication faculty and staff such as workshops, seminars, webinars and other training.

2A: Initiate Program Modification

Solidify plans and a timeline for work on the unit's curricula including possible creation and consolidation, where needed. Clarification of the format of the LEAD program as an interdisciplinary minor situated within this department will be undertaken. Examination of SCH production by class and major will be conducted in order to develop course enrollment standards that facilitate learning and improve the unit's credit hour vitality and stability. As a result of the activities above, assessment activities will necessarily be reviewed and revised, if needed.

2B: Plan for and initiate Promotion Tactics

Once revisions of the curricula are complete, new promotional materials such as brochures, posters, videos and other controlled media for the unit can be produced and made available. The department will also be represented at Majors Fairs, Open Houses and other recruiting events. Promotional materials will be made available to FSU's top feeder high schools and community colleges. Brief informative videos will be placed on the department homepage to promote academic sequences. A student-ambassadors group may be formed to assist in the promotion, outreach and personalization of the unit.

3A: Develop Equipment Replacement Plans

The faculty and staff in the department will prepare replacement plans to include all of the hardware and software used to deliver instruction to FSU students. The Technical Manager described in Action Priority item 1C will be beneficial in continually updating these plans.

3B: Explore Facility Alterations

The faculty in the department will develop a plan to modify the arrangement of its computer laboratory to make it more useful for teaching classes. A more visible location will be sought for the Leadership Laboratory space.

3C: Increase Student and Faculty Access to Equipment and Facilities

The department will continue to explore ways to increase student and faculty access to the department's equipment and facilities. The Technical Manager described in Action Priority item 1C will be vital to the achievement of this objective.

4A: Assist with Oral Competency Assessment Requests and Advocate for Oral Competency and Other Communication Knowledge/Skills in the GEP

To better prepare FSU students for professional careers, productive citizenship and beneficial social interactions, the unit's faculty will advocate for a central role in integrating an oral competency requirement, and others relating to the field of Communication, in the university GEP. The faculty will assist with oral communication competency assessment requests.

4B: Continue Partnerships with Alumni and Organizations for Internship and Experiential Learning Opportunities

To continue partnerships with alumni, campus and local organizations for experiential learning projects and internships, including those relevant to the television studio and Communication Leadership Lab.

4C: Explore the Strategic Creation, Scheduling and Delivery of Distance Education Courses.

The department's faculty will consider courses, semesters, rotations and methods for course delivery to prospective students that may be outside of the Frostburg area.

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

1A: Foster Professionalism and Teamwork, and Develop Schedules and Bylaws

If faculty evaluation documents are updated and long-term course schedules are developed, the minimum parameters of the goal will have been achieved.

1B: Address Faculty Attrition and Morale

If the number of teaching overloads is reduced, faculty turnover happens less often, and dependence on adjunct faculty is lessened, then the goal will have been achieved.

1C: Petition for PINs and a Technical Manager for Studio

If the unit continues to submit justified and strategic requests for PINs and a technical manager, then the goal will have been met.

1D: Locate Professional Development Funds

If additional funds are located and distributed, then the goal will have been achieved.

2A: Initiate Program Modification

If plans for and a timeline to revise the unit's curricula including are devised and created, the goal will have been partially achieved. If materials related to SCH production by class and major are created, then the goal will have been partially achieved. If assessment plans relating to the revised majors are produced, if needed, then the goal will have been partially achieved.

2B: Plan for and Initiate Promotion Tactics

If curricula are revised in a timely manner allowing new promotional materials to be produced, if needed, the goal will have been partially achieved. If promotional materials for existing programs or features are produced, the goal will have been partially achieved.

3A: Develop Equipment Replacement Plans

If replacement plans for hardware and software used to deliver instruction to FSU students are developed, then the goal will have been achieved.

3B: Explore Facility Alterations

If faculty develop a plan to modify the arrangement of its computer laboratory to make it more useful for teaching classes, the goal will have been partially achieved. If a more visible location

for the Leadership Laboratory is located and proposed as an alternative, then the goal will have been partially achieved.

3C: Increase Student and Faculty Access to Equipment and Facilities

If faculty explore ways to increase student and faculty access to the department's equipment and facilities, then the goal will have been achieved.

4A: Assist with Oral Competency Assessment Requests and Advocate for Oral Competency and Other Communication Knowledge/Skills in the GEP

If faculty assist with oral competency assessment requests, the goal will have been partially achieved. If faculty advocate for oral competency knowledge/skills in the revised GEP, the goal will have been partially achieved.

4B: Continue Partnerships with Alumni and Organizations for Internship and Experiential Learning Opportunities

If faculty continue partnerships with alumni, campus and local organizations for experiential learning projects and internships, including those relevant to the television studio and Communication Leadership Lab, then the goal will have been achieved.

4C: Explore the Strategic Creation, Scheduling and Delivery of Distance Education Courses.

If department faculty discuss ideas or a plan concerning courses, semesters, rotations and methods for course delivery to prospective students that may be outside of the Frostburg area, then the goal will have been achieved.

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

N/A

What were the results?:

1A: Foster Professionalism and Teamwork, and Develop Schedules and Bylaws

Faculty evaluation criteria were last updated 11/30/18 and there was believed to be no compelling reason to alter them in 2019. A department policy manual was started November 2019 and currently includes: standards for maximum enrollments for oral presentation classes CMST 102 and CMST 122; a minimum GPA policy requirement of 2.25 in the Communication Studies and Mass Communication majors and; department curriculum committee procedures and voting eligibility. These were all approved by faculty. More items will be added as they are addressed such as maximum class sizes for writing and production courses, annual evaluation criteria, student assessment instruments, assessment procedures and criteria, and more. This is intended to be a document available to all full-time faculty in the unit.

While not necessarily an academic endeavor, it did serve as an effort of the Communication department team in planning for, organizing and collecting material for three well-appointed Thanksgiving baskets that were delivered to Frostburg locals.

1B: Address Faculty Attrition and Morale

Turnover and the necessary use of adjuncts have been critical issues for the department for some time. Below are numbers reflecting those two attributes for a five-year period --

	# of Full-time Faculty Hired	# of Full-time Faculty Departed	# of Classes Taught by Adjuncts
2015-2016	4	0	11
2016-2017	1	0	11
2017-2018	2	3	11
2018-2019	2	1	9
2019-2020	1	1	4

A two-year full-time lecturer will be finishing his second year of appointment during 2020-2021 and, as a generalist, he has been able to serve in a variety of useful roles. Filling that position on a permanent basis will be a critical component of reducing turnover and the need for adjuncts. No adjuncts were hired to teach in the department spring 2020.

At this time, no full-time hires are expected to depart or be hired plus, there is no planned use of adjuncts for 2020 - 2021.

An additional aspect of morale has been the reliance on and turnover in non-tenure track Communication Studies positions. Currently, there is one tenured faculty member and two NTT professionals. This arrangement leaves much work of building and maintaining a program to one individual. Further, a possible more prominent role for oral communication in the GEP will pose increased demands on the three CMST professionals.

The method of supervising departmental internships will be examined during 2020 - 2021. If labor involved there can be reduced for faculty members supervising them, that may resolve some of the morale and attrition issues. In some cases, upperclassmen in internships may be being "shepherded" more than necessary resulting in extra work for faculty members.

1C: Petition for PINs and a Technical Manager for Studio

The technical manager position requested 2018-2019 was not allocated in September 2019. It was requested fall 2019 and was, again, not awarded.

1D: Locate Professional Development Funds

In September 2019, the chair identified money in the department budget to increase travel and professional development from \$350 to \$700 for a minimum of two trips for each faculty and staff member in the unit.

2A: Initiate Program Modification

September 2019, Communication Studies and Mass Communication were given foci, directives and deadlines to revise, develop and/or streamline sequences with deadlines of December 2019 for review and March 2020 for finalization. The changes for the Mass Communication program were finalized in an online faculty meeting in May 2020. The paperwork for these changes is being produced summer 2020.

Three faculty members attended an AACU gathering in D.C. spring 2020 on program development and incorporating civility and experiential learning into academic programs. Further, a request was sent in May 2020 to the VP of Institutional Analytics regarding credit hour production of CMST courses used by various programs on campus. As of June 10, the information has not been received.

2B: Plan for and Initiate Promotion Tactics

The unit's new Word Cloud poster was completed and available about October 1, 2019. It was posted prominently in the Gira Center.

The students and faculty member associated with the Communication Leadership Lab initiated and hosted seven different experiential learning events that were at least partially intended to highlight the academic program and recruit students.

Additionally, scripts for 45-second promotional videos for the unit's majors were written Sept. 24, 2019 and Oct. 1, 2019 and were given to students in Directed Study courses to produce.

During the virus shutdown, it became imperative that the unit's faculty needed to personalize more of their programs and benefits during an impersonal time. We also needed to be able to "speak" with prospective students to stimulate fall enrollment. So, very quickly scripts for podcasts were produced, guests were invited, meetings scheduled, recordings were made, post production editing was done, and they were posted on the department's website. All of these were completed May 2020 and uploaded to the unit's homepage the same month. They can all be seen and heard by following the link below --

<https://www.frostburg.edu/academics/colleges-and-departments/department-of-communication/video-audio.php>

Faculty and staff members worked to post material to the department's new Facebook page which consolidated the separate CMST and MCOM pages.

3A: Develop Equipment Replacement Plans

September 2019 the chair and faculty agreed to set a deadline of March 2020 for M. Lombardi to gather information and develop a five-year equipment replacement plan. Due to the scope of the project and complexity of the unit's equipment holdings, it was decided to hire Texolve Digital, Inc. of Oakmont, PA, to assist in the formulation of the plan. A representative from that company visited campus in January and February 2020, reviewed the components of the department's

systems and started a draft of a plan. That company was closed during the pandemic and will release the five-year plan to the department in June 2020.

3B: Explore Facility Alterations

No progress was made on identifying a more visible space for the Communication Leadership lab. Until the CMST program modifications are complete, the role of the lab experience is unclear. Once the program is solidified, the need for a new space will be more clearly defined.

September 2019 the chair and faculty agreed to set a deadline of December 2019 for A. Danzi and J. Lombardi to develop a new arrangement for the unit's computer laboratory. Based on that plan, the unit's computer laboratory was rearranged to eliminate deficiencies January 8, 2020 by Mass Communication faculty and staff with assistance of Brian Lang from OIT and his student employees.

3C: Increase Student and Faculty Access to Equipment and Facilities

FSU closed March 16, 2020 due to the pandemic. Students enrolled in MCOM 287 and MCOM 487 were allowed to check-out and take home video equipment such as tripods, light kits, microphones, cables and cameras to use to complete courses for their majors. At the conclusion of the semester, equipment was delivered to, or returned to, the department's faculty and staff via Fed Ex. They in turn, transported that hardware to the campus.

A PIN was requested for the Technical Manager fall 2019 but the request was not supported by the administration.

4A: Assist with Oral Competency Assessment Requests and Advocate for Oral Competency and Other Communication Knowledge/Skills in the GEP

CMST faculty members worked throughout the year with the GEP revisions. Throughout the fall 2019 semester, Communication Studies faculty and the chair, attended GEP meetings to keep abreast of developments. January 15, 2020, two faculty from the department attended a GEP session to consider goals for oral competency and outcomes for the same in the revised GEP. The oral competency goals were further refined by Communication Studies faculty in the unit shortly afterward. One faculty member drafted learning goals regarding personal and civic responsibility and those were reviewed by the GEP, as well. These all received unofficial approval by members of the GEP in organizational meetings prior to March 16, 2020. Discussions among the GEP council and administration will continue during 2020-2021.

4B: Continue Partnerships with Alumni and Organizations for Internship and Experiential Learning Opportunities

The department's faculty and staff developed a Career Day in fall 2019 with graduates appearing in-person and via Zoom. Faculty members also worked with numerous local and regional organizations to involve students in experiential learning opportunities through the Communication Leadership lab. Some of these included the local chapter of the NAACP, Allegany County Women's Action Coalition, Western Maryland Food Council, Allegany County Choose Civility chapter, the Appalachian Festival committee, the Office of Student and Community Engagement, the Office of Civic Engagement and the Beatl Institute for Public Affairs.

Audio and video projects that were produced by or involved students included a promotional video for Keyser, WV for HGTV, the Frostburg Fire Department, the Flying Squirrel Distillery, the local CASA organization, the "Western Maryland Today" and "Interfaith Roundtable" television programs on FSU-TV, branding projects for a local business, and podcasts for numerous organizations around the region.

4C: Explore the Strategic Creation, Scheduling and Delivery of Distance Education Courses.

As the Communication Studies and Mass Communication majors are revised, long-term schedules for courses in those will include online classes, where appropriate. At this time, the plan is to be able to offer all of the Communication Studies courses online on a rotating basis once the new major is developed. Some may be available before that time. Due to the pandemic and the campus lockdown during spring 2020, all of the department's classes were taught online. Like it or not, faculty in the department "explored" distance education for a variety of course types and came away with new perspectives. This area will evolve in the short-term.

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?:

Goal 1: develop policies, procedures and documents that will stabilize the department and support the full-time faculty in their work.

Impacts - Developing written and agreed upon standards, has stimulated healthy discussions among faculty by requiring them to consider new approaches, articulate thoughts and engage in productive conversation. Using existing department funds for professional development to allow faculty to re-tool or expand their scholarly potential was an investment rather than an expense. Reducing overloads for full-time faculty is still a priority and, without additional personnel, it may be difficult to eliminate these altogether however, the work required for some responsibilities, such as internships, possibly can be reduced significantly. The department still is in need of the PIN position for the technical manager and another for the CMST major which relies heavily on FTNTT. These additions could eliminate load on some faculty members by redistributing some responsibilities, reduce turnover and further improve morale. Fiscal resources were re-allocated within the unit to more adequately fund professional development. This redistribution will continue into 2020-2021.

Goal 2: develop and promote educational programs that are needed for professions, now and into the future. (Links to CLAS Goal 3)

Impacts - Significant progress has been made in the redevelopment of the majors in the department to make them attractive, efficient and useful for future graduates. The impacts, at this point, have been productive and realistic conversations about number of majors, recruiting and employment opportunities. Once in place, it is hoped that they will strengthen the department's SCH and enrollments. Tremendous progress has been made to promote the unit's offerings. Revising academic programs was labor intensive and required significant human resources from within the department. This work is ongoing and will continue into 2020 - 2021.

Goal 3: develop plans to ensure that the unit's hardware, software and facilities meet the instructional needs of faculty to educate FSU students now, and into the future to meet industry expectations and to make FSU students competitive. (Links to CLAS Goal 1)

Impacts - The five-year equipment replacement plan should be in-hand in June 2020, and will demonstrate objectively to the administration the department's critical equipment needs. Faculty reported immediately that the new arrangement in the computer laboratory resulted in improved instruction because all students' screens could be seen resulting in fewer distractions for them. Further, removing a few computers from the lab provided more space for all involved and made it possible to adjust the projector to afford all a clear view of the main screen. In some ways, students had better access to portable equipment during spring 2021 than ever before. No progress was made on moving the Leadership Laboratory. The external reviewer's report on equipment needs in the unit was partially paid for from department funds. Equipment will always be a priority in a Mass Communication program and it will continue to require financial resources into 2020-2021.

Goal 4: participate in actions that extend the reach of the department to educate any, and all, FSU students. (Links to CLAS Goal 2)

Impacts - During 2019 - 2020, some faculty in the unit were heavily involved in creating, editing and discussing materials relating to GEP. Further, those same people advocated for a significant role in the program for CMST classes and it appears their efforts have been heard favorably. Ultimately, the decision to include CMST classes in GEP rests in the hands of others. Many students have been heavily involved in experiential learning projects during 2019 - 2020 and efforts are being made to involve even more in summer internships in nearby cities that hold great opportunities for them. A long-term course rotation for the Mass Communication major will be produced during the summer of 2020 and a systematic rotation of classes in it will be offered online after consulting with faculty. The lockdown during the spring introduced all of the department's faculty to online instruction so discussions about what can effectively be taught using that mode in the future, should be productive. Attendance and participation in GEP meetings by Communication faculty makes use of human resources - time, energy, experience. This work to advocate for inclusion in the program will continue into 2020-2021.

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

The original set of goals and actions were included in a Word document and approved by the department's faculty September 25, 2019. A copy of the results were emailed to the department's faculty and staff on June 2, 2020. They will also be the subject of a Teams meeting later in the summer of 2020 so that all can review and plan for 2020- 2021.

Evidence, artifacts, and or back up documentation:

English & Foreign Languages

Departmental Annual Report 2019-2020

Specify your Division/Department Goals Priorities.:

1. Program Monitoring and Assessment: Ensure academic excellence and effective use of resources through student learning outcomes assessment and program monitoring. (Links to CLAS Goal 1 and University Goals 1 and 2).
2. Education Outreach: Monitor and report education outreach programs. (Links to CLAS Goal 2 and University Goal 3).
3. Faculty Development: Encourage and support faculty development opportunities. (Links to CLAS Goal 4 and University Goal 4).
4. Conduct successful program review (Links to CLAS Goal 1 and University Goals 1 and 2).

Start:

7/1/2019

Providing Department:

English & Foreign Languages

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Program Monitoring and Assessment: Ensure academic excellence and effective use of resources through student learning outcomes assessment and program monitoring. (Links to CLAS Goal 1 and University Goals 1 and 2).

2A. Activities at Center for Literary Arts

2B. Spanish in the Schools Program

3A. Track Development

3B. Support Development

4. A, B, C. Review all documents from previous program review, all years since, and develop seven year plan based on information and external review report.

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

1A. Rubrics and Means

1B. Focus groups and alumni surveys

1C. Hours spent monitoring enrollments of 101s and communicating with PASS and CARR offices

2A. Number of activities, number of attendees, number of publications

2B. High school visitations and Majors Fair attendees

3A. Number of faculty members attending conferences, participating in conferences and publishing

3B. Amount of money allotted to professional development

4A, B, C. Time spent reviewing program review and developing a seven-year plan

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

Results were assessed through Capstone portfolios, various reports, and the seven-year program review.

What were the results?:

1A. Rubrics for five sections of ENGL 330 were delivered to the Provost's Office in Dec. 2019. The report from the previous year is attached below. English is the only department to provide GEP assessment data every single semester since inception of FSU's GEP assessment plan. (See GEP analytical summary below from Provost's Office)

1B. The Department scheduled a retreat in August 2019 to discuss Capstone results. We added focus groups, which met with majors and minors in spring 2020 to discuss improvements to the

major. In addition, we used data from the alumni survey of program review. As a result, further changes are under discussion to the program. (See English Assessment Report below)

1C. The chair and administrative assistant continued close monitoring of ENGL 101 classes over intersession and summer, adding and canceling as needed. Continued communication with the PASS and CAAR offices were crucial. The coordinator of adjuncts (Jill Morris this year) played a critical role in staffing. As a result, no classes were under or over enrolled.

2A. For a list of events activities at the Center for Literary Arts, please see the annual report linked below.

2B. For a summary of Spanish in the Schools activities, please see the FL annual report below.

3A. For a list of faculty professional development activities, see Faculty Prof Dev file linked below.

3B. From the budgets of English and Foreign Languages, \$1947 was allotted to professional development. This includes conference support as well as subscriptions and association dues.

4. A, B, C. English Program review was completed and approved by administration. (See Program Review Report and Seven year Plan below)

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?:

In addition to ongoing priorities, the department will follow up on these:

1B: The department has committed to further conversations about course content and encouraging more internships and field experiences to provide additional high-impact practices and career preparation for majors and minors.

4C: Seven-Year plan is listed below. Not all items will be completed this year.

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

All communication is through department meetings and emails. Those continued into late May this year via Zoom.

Evidence, artifacts, and or back up documentation:

Attached Files

[English Assessment 2019 Report.docx](#)

[gep 2168-88 analytical summary.pdf](#)

[Program Review Report.pdf](#)

[Seven Year Plan 2020.docx](#)

[Faculty Prof Dev.docx](#)

[CLA Annual Report.docx](#)

[FL Annual Report.docx](#)

History

2019-20 History Annual Report

Specify your Division/Department Goals Priorities.:

1. Recruitment and retention of students: Focus on outreach to students in History classes. (CLAS Goal 5)
2. Assessment: Examine goals, outcomes and assessments of the History major and apply results to curricular planning. (CLAS Goals 1 and 5)
3. Collaboration: Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development. (CLAS Goals 1, 4 and 5)
4. Professional development: Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development. (CLAS Goals 1 and 4)
5. Staffing: Address critical staffing needs. (CLAS Goals 1, 4 and 5)
6. Facilities: Maintain and improve classroom, office and meeting room facilities. (CLAS Goals 1, 4 and 5)

Start:

7/1/2019

Providing Department:

History

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1a. Student Organizations: Rebuild and expand student membership in Phi Alpha Theta and History Club.

1b. Student Activism: Encourage our student organizations to organize history-related events.

1c. Student Participation: Encourage student participation in the Phi Alpha Theta undergraduate conference and the CLAS Undergraduate Research Symposium.

1d. Alumni Office and Foundation: Work with Alumni and Donor Relations and the FSU Foundation to improve alumni outreach and increase scholarship funding.

1e. Publicity for Scholarships: Publicize scholarships for History students: Louise McKenna History Scholarship, Esther Doerr Endowed Scholarship, Monaco Family History Scholarship.

2a. Assessment Rubrics and Procedures: Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

2b. Assessment Outcomes: Continue to discuss and employ appropriate teaching methods and strategies to improve students' research and writing skills.

3a. Collaboration with Honors Program: Actively collaborate with the Honors Programs to offer a section of HIST 111 every semester, as well as occasional IDIS 491 Honors Seminar sections that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

3b. Collaboration with International Studies Program: Actively contribute to the International Studies program by teaching INST 200 every semester, and by participating in the International Studies Steering Committee.

3c. Collaboration with Women's Studies Program: Actively contribute to the Women's Studies minor by participating in the Women's Studies Steering Committee.

3d. Contribution to GEP: Enhance History's contribution to the GEP by encouraging History faculty to teach existing IDIS 150/151 and IDIS 350 courses.

4a. Attainment of 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.

4b. Enhancement of Faculty Development Funding: Work with Alumni & Donor Relations and the FSU Foundation to improve alumni outreach and increase faculty development funds.

5a. PIN/FTNTT Replacement: Pursue obtaining a FTNTT replacement position, if not a PIN, following the retirement of one faculty member and the resignation of another. We currently lack coverage of Latin America, one of our critical areas in both the Americas concentration and the International concentration of the History major.

6a. History Classrooms: Replace antiquated and often damaged desk-chairs with mobile furniture in three remaining History classrooms (Dunkle 101, 215 and 319), now that Dunkle 123 has mobile furniture.

6b. Audio-Visual Equipment: Update audio-visual equipment in History classrooms as needed.

6c. History Office Equipment: Update computers and printers in History faculty offices as needed.

6d. Humanities Center: Continue to upgrade and utilize the Humanities Center as a classroom and meeting space.

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

1a. Membership and attendance at student organization meetings and events

1b. Student organization events

1c. Student participation in Phi Alpha Theta conference and CLAS Undergraduate Research Symposium

1d. Interactions with Alumni & Donor Relations and FSU Foundation

1e. Scholarship flyers and emails

2a. History Assessment Committee report

2b. History department discussion/review of assessment results

3a. HIST 111/HIST 489-90 course scheduling

3b. INST 200 course scheduling and INST Steering Committee membership

3c. WMST Steering Committee membership

3d. IDIS 150/151/350 course scheduling

4a. Travel support for conferences

4b. Interactions with Alumni & Donor Relations and FSU Foundation

5a. PIN request

6a. Mobile furniture request

6b. Equipment upgrade request

6c. Equipment upgrade request

6d. Additions of furnishings and equipment; usage by students and faculty

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

N/A

What were the results?:

1a. Student Organizations: Rebuild and expand student membership in Phi Alpha Theta and History Club.

- History Club had approximately ten active members in AY 2019-20, and three new members were recruited for Phi Alpha Theta. The campus closure for COVID impeded further recruitment efforts in the spring.

1b. Student Activism: Encourage our student organizations to organize history-related events.

- History Club traveled to the Trans-Allegheny Lunatic Asylum in Weston, WV in fall 2019. The campus closure for COVID cancelled student plans to hold history movie nights and to visit historic battlefields in the spring.

1c. Student Participation: Encourage student participation in the Phi Alpha Theta undergraduate conference and the CLAS Undergraduate Research Symposium.

- The campus closure for COVID precluded fulfillment of this item.

1d. Alumni Office and Foundation: Work with Alumni and Donor Relations and the FSU Foundation to improve alumni outreach and increase scholarship funding.

- The campus closure for COVID impeded fulfillment of this item.

1e. Publicity for Scholarships: Publicize scholarships for History students: Louise McKenna History Scholarship, Esther Doerr Endowed Scholarship, Monaco Family History Scholarship.

- We did not get this effort off the ground in the fall because of some difficulties then occurring with regard to a sabbatical application. Nor did we get it

started in the spring semester, when we were focused on our History program review and a campus visit by our external reviewer (one week before campus closed!). Scholarships were awarded very late, and solely by the Financial Aid office, because of the campus closure for COVID.

2a. Assessment Rubrics and Procedures: Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

- Our program assessment results for 2018-19 were presented and discussed at a History department meeting in November 2019.
- As one Assessment Committee member was brand new at the time and another only in his second year, we were still feeling our way with program assessment. We have also been in flux as a department, what with a retirement, a resignation and shifting course assignments.

2b. Assessment Outcomes: Continue to discuss and employ appropriate teaching methods and strategies to improve students' research and writing skills.

- At our November 2019 department meeting, we discussed our growing sense that students' lack of ability to formulate an argument/thesis stems from students' difficulties with critical reading.
- We agreed that we should all emphasize in our lecture courses the importance of gaining historical knowledge by reading and understanding a body of literature.
- We also agreed that we would continue to give common critical reading assignments in both of our writing courses, emphasizing the importance of closely and carefully reading a variety of sources in order to formulate a historical analysis.

3a. Collaboration with Honors Program: Actively collaborate with the Honors Programs to offer a section of HIST 111 every semester, as well as occasional IDIS 491 Honors Seminar sections that are cross-listed with HIST 489/490 Special Topics in History sections and taught by History faculty.

- We offered one section of HIST 111 each semester of AY 2019-20.

3b. Collaboration with International Studies Program: Actively contribute to the International Studies program by teaching INST 200 every semester, and by participating in the International Studies Steering Committee.

- Sally Boniece offered one section of INST 200 each semester in AY 2019-20; Sally Boniece and Alem Abbay served on the INST steering Committee in AY 2019-20; Sally Boniece represented INST on the International Education Advisory Committee in AY 2019-20.

3c. Collaboration with Women's Studies Program: Actively contribute to the Women's Studies minor by participating in the Women's Studies Steering Committee.

- Eleanor McConnell and Sally Boniece served on the Women's Studies Steering Committee in AY 2019-20; Sally Boniece served on the WMST/SOCI search committee for a FTNTT replacement position for the WMST coordinator, spring/summer 2020.

3d. Contribution to GEP: Enhance History's contribution to the GEP by encouraging History faculty to teach existing IDIS 150/151 and IDIS 350 courses.

- Eleanor McConnell taught two sections of IDIS 150 Gaming the Past in spring 2020.

4a. Attainment of 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.

- Sally Boniece – Presented a paper and served as discussant at ASEEES national convention, San Francisco in fall 2019 and used \$425.00 in travel funds.
- Greg Wood – Presented at Michigan State Museum (Detroit, Michigan) on "Our Daily Work: Our Daily Lives" in fall 2019 and used \$404.69 travel funds.
- Alem Abbay – Presented a paper in the 4th Pecs African Studies Conference in Paris in February 2020 and used \$425.00 in travel funds.

4b. Enhancement of Faculty Development Funding: Work with Alumni & Donor Relations and the FSU Foundation to improve alumni outreach and increase faculty development funds.

- The campus closure for COVID impeded fulfillment of this item.

5a. PIN/FTNTT Replacement: Pursue obtaining a FTNTT replacement position, if not a PIN, following the retirement of one faculty member and the resignation of another. We currently lack coverage of Latin America, one of our critical areas in both the Americas concentration and the International concentration of the History major.

- We submitted a PIN/FTNTT request that was denied by the Provost's Office.

6a. History Classrooms: Replace antiquated and often damaged desk-chairs with mobile furniture in three remaining History classrooms (Dunkle 101, 215 and 319), now that Dunkle 123 has mobile furniture.

- Because of campus closure, no requests for furniture replacement were made.

6b. Audio-Visual Equipment: Update audio-visual equipment in History classrooms as needed.

- Because of campus closure, no requests for equipment updates were made.

6c. History Office Equipment: Update computers and printers in History faculty offices as needed.

- Because of campus closure, no requests for equipment updates were made.

6d. Humanities Center: Continue to upgrade and utilize the Humanities Center as a classroom and meeting space.

- Because of campus closure, few to no upgrades were made and room usage was not tabulated.

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 are essentially giving this plan another go in 2020-21, since its fulfillment was interrupted by the pandemic.

Under the circumstances, no resources (fiscal or human) were allocated or redistributed based on the results.

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

This plan was created and approved by the department in September 2019; its ongoing results were regularly discussed at our monthly department meetings in AY 2019-20 until COVID closed the campus in March 2020. The chair discussed the final summary of results at our second meeting of AY 2020-21 in September.

Evidence, artifacts, and or back up documentation:

Music

Dept. of Music 2019-2020 Strategic Plan Annual Report

Specify your Division/Department Goals Priorities.:

1: Recruitment

Expand recruitment efforts through ensemble performances in the local community and region; faculty appearances as judges and clinicians; participation in community ensembles; and public school outreach (CLAS Goal 5).

2: Curriculum

Initial research into adding a Minor in Music industry, Music Theory and online Master's in Music Education will begin in the 2019-2020 academic year (CLAS Goal 1)

3: Recording Project

Complete Phase One of the recording project which entails the installation of new microphones and hardware (CLAS Goals 1 and 3)

4: PIN Positions and Full-Time Positions

Apply for tenure-track positions to enable high quality program offerings for the future (CLAS Goal 4).

5: Budget

Review the budget for unnecessary spending with the goal of creating new budget lines to support academic programs, faculty, equipment maintenance, production costs and other necessary expenses (CLAS Goals 1 and 5).

Start:

7/1/2019

Providing Department:

Music

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1a: Collect Prospective Student Contact Information

1b: Develop Music Mailer

2a: Research New Programs and Develop them

3a: Purchase and Install Pealer Hall microphones

3b: Produce Holiday Concert 'album'

4a: Complete and submit PIN Request

5a: Research a Performing Arts Center Fee

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

1a: OneDrive spreadsheet & reports of 500 admitted students from admissions

1b: 2400 Recruitment flyers sent

2a: Reports from individuals spearheading development of these programs

3a: Report from faculty member responsible for installation

3b: Holiday Concert album

4a: PIN Request for 3 tenure-track positions.

5a: Student fee request for \$20 per student, per semester

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

N/A

What were the results?:

1a: Collect Prospective Student Contact Information

Collect contact information for at least 500 prospective students in the 2019-2020 academic year. We did not reach the goal of 500 students. Our total was as close to 300.

1b: Music Mailer

A new recruitment mailer developed and sent to all high schools in the 150-mile radius of FSU. We created a fantastic quad-fold mailer that was sent to over 2000 school's music directors and counselors.

2a: New Programs Development

Music faculty began research into developing minor degrees in Music Theory and Music Industry. Faculty committees also reviewed the Vocal Performance Concentration and began drafting some minor changes to that program.

3a: Pealer Hall microphones

4 new microphones were purchased through technology funds and arrived in the fall 2019 semester. Their installation is scheduled for Fall 2020.

3b: Holiday Concert 'album'

The 2019 Holiday Concert was recorded, but the quality was not of the caliber needed to create an album. We will try this project in a following year with the new microphones.

4a: PIN Request

3 PIN requests were submitted Dr. Hixson. None were approved in 2019.

5a: Performing Arts Center Fee

Gordon Duguid spearheaded this initiative with our collaboration. Due to budgetary constraints, the fee was tabled for the 2019-2020 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 upon the results?:

1. While collecting prospective student information was valuable, more could be done to follow-up with each student and collaborate with Admissions. It is crucial that next year's music major class see an increase.

The microphone project in Pealer Hall will be increasingly important for the 20-21 academic year as we will need to record performances during the lockdown.

The denial of PIN requests impacts the morale of the FTNTT members of the music faculty. Their efforts to recruit, serve the university, and provide students great experiential activities is above and beyond. We will continue to submit PIN requests in the future.

2. Departmental operating budget funds were used to purchase the new flyers. The microphones were purchased through technology funds.

All of the full-time faculty contributed to recruitment efforts including the new brochure development. Mackenzie Lamont and Brent Weber lead the microphone project and Holiday Concert album production.

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

The plan and results were conveyed to music faculty in multiple meetings during the creation process and an additional meeting following the annual report. Ongoing results will be discussed in emails and subsequent departmental meetings.

Evidence, artifacts, and or back up documentation:

Philosophy

AY 2018-19 Philosophy Departmental Annual Report

on Action Priority Outcomes

Specify your Division/Department Goals Priorities.:

Philosophy Department Strategic Goals (2016-2020)

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

Start:

7/1/2019

Providing Department:

Philosophy

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Philosophy Department Action Priorities (2018-19)

To advance its mission and achieve its strategic goals, the Philosophy Department will:

Implement a revised student learning assessment plan for the philosophy major

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students...in all philosophy classes)
- PHIL Strategic Goal #3 (Retain and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #1a (Ensure academic excellence through program and student learning outcomes assessment)

Update departmental promotional material

Supporting

- PHIL Strategic Goal #1 (Be recognized as a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #3 (Recruit...more undergraduate philosophy majors)
- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- CLAS Strategic Goal #1 (Promote and support activities of educational distinction)

Acquire new classroom furniture for Philosophy classrooms (Dunkle 204 and 205) and the Humanities Center (Dunkle 132)

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 #1c (Enhance classroom instructional environment to support improved student learning)

Evaluate upper-level philosophy course-offerings, including the capstone seminar

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)
- CLAS Strategic Goal #3 (Review current programs to improve and streamline curricula)

Develop and implement new philosophy major and minor recruitment strategies

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)
- CLAS Strategic Goal #1 (Promote and support activities of educational distinction)

Organize intellectually and socially engaging co-curricular and extra-curricular programs

Supporting

- PHIL Strategic Goal #1 (Be recognized as a center of excellence for critical thinking and ethics education)
- PHIL Strategic Goal #2 (To improve the learning experience for students...)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #5 (Build relations...that enhance the quality of life for our communities)
- CLAS Strategic Goal #1 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #2 (Serve as a collaborative partner in cultural engagement)

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

Metrics for Philosophy Department Action Priorities (2018-19)

Implement a revised student learning assessment plan for the philosophy major

Metrics: Disciplinary best practices re. assessment

Update departmental promotional material

Metrics: Revision of departmental website, brochure, and display

Acquire new classroom furniture for Philosophy classrooms (Dunkle 204 and 205) and the Humanities Center (Dunkle 132)

Metrics: Submission of furniture and tech requests

Evaluate upper-level philosophy course-offerings, including the capstone seminar

Metrics: philosophy major/minor curricula relative to disciplinary standards; course offerings; course enrollments

Develop and implement new philosophy major and minor recruitment strategies

Metrics: Discussion, generation, and written statements of strategies;
documentation of implementation of strategies

Organize intellectually and socially engaging co-curricular and extra-curricular programs

Metrics: Number of programs organized; attendance at events; number of
collaborative partners

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

Process of Assessment for Philosophy Department Action Priorities (2018-19)

Action Priorities were reviewed, and progress towards achievement was assessed, at monthly department meetings in the fall. Unfortunately, the combination of a series of events disrupted this process of assessment during spring semester: (1) the unexpected and sudden departure of the chair toward the end of fall semester, (2) the lack of any period of mentoring for the new chair, (3) the visitations of the President, Provost, and Dean at three of the four spring department meetings, and (4) a national job search throughout spring semester to replace the departed chair/department member.

What were the results?:

Philosophy Department Action Priorities Results (2018-19)

To advance its mission and achieve its strategic goals, the Philosophy Department will:

Implement a revised student learning assessment plan for the philosophy major

Status: Ongoing

In the fall, a summary of student learning assessment data from 2010-18 was created and reviewed to assist in the development and implementation of a

revised student learning assessment plan for the philosophy major. (See supporting attachment.)

Unfortunately, the combination of a series of events prevented further progress on this action priority: (1) the unexpected and sudden departure of the chair toward the end of fall semester, (2) the lack of any period of mentoring for the new chair, (3) the visitations of the President, Provost, and Dean at three of the four spring department meetings, and (4) a national job search throughout spring semester to replace the departed chair/department member.

In better circumstances now, the department is in a position to complete this action priority in AY 2019-2020. It is an agenda item for its October 11, 2019 monthly department meeting.

Update departmental promotional material

Status: Ongoing

Unfortunately, the combination of a series of events prevented significant progress on this action priority: (1) the unexpected and sudden departure of the chair toward the end of fall semester, (2) the lack of any period of mentoring for the new chair, (3) the visitations of the President, Provost, and Dean at three of the four spring department meetings, and (4) a national job search throughout spring semester to replace the departed chair/department member.

In better circumstances now, the department is in a position to make substantial progress on this action priority in AY 2019-2020. It is an agenda item for its October 11, 2019 monthly department meeting.

Acquire new classroom furniture for Philosophy classrooms (Dunkle 204 and 205) and the Humanities Center (Dunkle 132)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 every year since 2015. These requests remain unfulfilled. During Dean Hixson's visit to the department's May 3rd meeting, department members showed him the furniture in these rooms.

As indicated in previous annual reports, and the Philosophy Program's 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.

Evaluate upper-level philosophy course-offerings, including the capstone seminar

Status: Ongoing

Unfortunately, the combination of a series of events prevented significant progress on this action priority: (1) the unexpected and sudden departure of the chair toward the end of fall semester, (2) the lack of any period of mentoring for the new chair, (3) the visitations of the President, Provost, and Dean at three of the four spring department meetings, and (4) a national job search throughout spring semester to replace the departed chair/department member.

In better circumstances now, the department is in a position to make substantial progress on this action priority in AY 2019-2020. It is the main agenda item for its October 11, 2019 monthly department meeting.

Develop and implement new philosophy major and minor recruitment strategies

Status: Ongoing

Unfortunately, the combination of a series of events prevented significant progress on this action priority: (1) the unexpected and sudden departure of the chair toward the end of fall semester, (2) the lack of any period of mentoring for the new chair, (3) the visitations of the President, Provost, and Dean at three of the four spring department meetings, and (4) a national job search throughout spring semester to replace the departed chair/department member.

In better circumstances now, the department is in a position to make substantial progress on this action priority in AY 2019-2020. It is the main agenda item for its November 8, 2019 monthly department meeting.

Organize intellectually and socially engaging co-curricular and extra-curricular programs

Status: Ongoing

The Philosophy Department organized a number of intellectually and socially engaging co-curricular and extra-curricular programs throughout the academic year, including:

- The Philosophical Society, advised by Dr. Brassfield, met biweekly throughout the academic year.
- The Philosophy Department hosted two Philosophical Forum events: "Coercion and Consent," featuring Dr. Hallie Liberto, Associate Professor of Philosophy, University of Maryland (October 16, 2018; see attached flier); and "Death in Hip-Hop: An Existential Analysis," featuring Dr. Brandon Hogan, Assistant Professor of Philosophy, Howard University (March 5, 2019; see attached flier). About 50 members of the campus and local communities attended each event. The department hosted pre-talk dinners attended by the guest speakers and several members of the FSU faculty and administration.
- Skott Brill organized and hosted an FSU Lounge social event at the Toasted Goat (March 1, 2019; see attached flier).

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?:

All six Action Priorities from 2018-19 are ongoing and will continue to be Action Priorities in 2019-20.

Increased personnel (time) resources will be directed towards these priorities, and financial resources will be budgeted for departmental publicity material.

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

At the beginning of AY 2018-19, a copy of the Department's Strategic Plan and Action Priorities was provided to the Dean's Office of CLAS and to all members of the Philosophy Department.

The Department's Strategic Plan and Action Priorities were reviewed by members of the department at the beginning of AY 2018-19.

On September 30, 2019, a copy of the Department's Annual Report on Action Priority Outcomes was provided to the Dean's Office of CLAS, and on October 11, 2019 to all department faculty members.

Evidence, artifacts, and or back up documentation:

Attached Files

[PHIL Assessment Results 2010-18.docx](#)

[Sp 2019 PHIL Forum.pdf](#)

[Fall 18 Philosophical Forum.pdf](#)

[Lounge March 2019.docx](#)

AY 2019-2020 Philosophy Department Annual Report on Action Priority Outcomes

Specify your Division/Department Goals Priorities.:

1. To be recognized as a center of excellence for critical thinking and ethics education (links with CLAS Goal 1 and University Goals 1 and 2).
2. To improve the learning experience for students, and the teaching experience for faculty, in all philosophy classes (links with CLAS Goal 1 and University Goals 1 and 2).
3. To increase the number of students taught at the introductory-level, and to recruit, retain, and graduate more undergraduate philosophy majors (links with CLAS Goal 5 and University Goal 4).
4. To reestablish and strengthen connections with graduates of the philosophy program (links with CLAS Goal 2 and University Goal 3).
5. To build relations at the college, university, local, and regional levels that enhance the quality of life for our communities (links with CLAS Goal 2 and University Goal 3).
6. To increase opportunities for faculty and staff professional development (links with CLAS Goal 4 and University Goal 4).
7. To obtain staffing, fiscal, facility, and technological resources necessary to support the department's mission and goals (links with CLAS Goals 1 and 4 and University Goals 1, 2, and 4).

Start:

7/1/2019

Providing Department:

Philosophy

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Note: The continued decrease in numbers of majors in the program, due in part to declining enrollment at the university, compelled the department this year to focus its attention and energy on goals connected, or most strongly connected, to the recruitment and retention of majors. Consequently, action priorities for the year centered on Goals 1, 2, 3, and 7 (and not on 4, 5, 6).

- 1a./3a. Curriculum Development I. Explore the possibility of revising Philosophy's curriculum to include two tracks or concentrations: Philosophy and Pre-Law.
- 1b./3b. Curriculum Development II. Explore the possibility of expanding Philosophy's curriculum to include one or more of the following applied ethics courses: Business Ethics, Computer Ethics, Engineering Ethics, Technology Ethics.
- 2a./3c. Curriculum Development III. Rethink capstone and other upper-division course offerings and/or titles to make offerings more efficient and more beneficial and attractive to students.
- 2b./3d. Student Learning Assessment. Revise department learning goal rubrics for student learning assessment to reflect the revised curriculum.
- 2c./7a. Furniture Request. Request new furniture for Dunkle Hall rooms 204 and 205 to improve students' physical comfort and attention span and to allow them to work in groups.
- 3e. Publicity Materials I. Update Philosophy display for Open House and other department events.
- 3f. Publicity Materials II. Update Philosophy brochure.
- 3g. Publicity Materials III. Begin work on creating a "Careers for Philosophy Students" booklet and wall display.
- 3h. Publicity Materials IV. Advertise, by way of posters, lower-enrolled upper-division Philosophy courses prior to registration periods.
- 7b. PIN Request. Request PIN position to replace current Full-Time-Non-Tenure-Track position to provide both quality and stability for Philosophy, Law & Society, and prospective Criminal Justice programs.

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

- 1a./3a. Curriculum Development I. Explore the possibility of revising Philosophy's curriculum to include two tracks or concentrations: Philosophy and Pre-Law.

MEASURES: DISCUSSION, EXTERNAL CONSULTATION, GENERATION, AND
WRITTEN STATEMENTS OF CURRICULAR REFORM PROPOSALS

1b./3b. Curriculum Development II. Explore the possibility of expanding Philosophy's curriculum to include one or more of the following applied ethics courses: Business Ethics, Computer Ethics, Engineering Ethics, Technology Ethics.

MEASURES: DISCUSSION OF EXPANSION OF SAID ETHICS COURSES; OUTREACH TO POTENTIAL PARTICIPATING DEPARTMENTS

2a./3c. Curriculum Development III. Rethink capstone and other upper-division course offerings and/or titles to make offerings more efficient and more beneficial and attractive to students.

MEASURES: DISCUSSION, GENERATION, AND WRITTEN STATEMENTS OF NEW CAPSTONE EXPERIENCE, NEW UPPER-DIVISION COURSE OFFERINGS, AND NEW UPPER-DIVISION COURSE OFFERING TITLES

2b./3d. Student Learning Assessment. Revise department learning goal rubrics for student learning assessment to reflect the revised curriculum.

MEASURES: DISCUSSION, GENERATION, AND WRITTEN STATEMENTS OF NEW LEARNING GOAL RUBRICS

2c./7a. Furniture Request. Request new furniture for Dunkle Hall rooms 204 and 205 to improve students' physical comfort and attention span and to allow them to work in groups.

MEASURES: GENERATION AND SUBMISSION OF FURNITURE REQUESTS

3e. Publicity Materials I. Update Philosophy display for Open House and other department events.

MEASURES: DISCUSSION, GENERATION, AND PURCHASE OF DISPLAY

3f. Publicity Materials II. Update Philosophy brochure.

MEASURES: DISCUSSION, GENERATION, AND PURCHASE OF BROCHURE

3g. Publicity Materials III. Begin work on creating a "Careers for Philosophy Students" booklet and wall display.

MEASURES: DISCUSSION, RESEARCH, AND COMMENCEMENT OF WRITING OF BOOKLET

3h. Publicity Materials IV. Advertise, by way of posters, lower-enrolled upper-division Philosophy courses prior to registration periods.

MEASURES: DISCUSSION, GENERATION, AND HANGING OF POSTERS

- 7b. PIN Request. Request PIN position to replace current Full-Time-Non-Tenure-Track position to provide both quality and stability for Philosophy, Law & Society, and prospective Criminal Justice programs.

MEASURES: GENERATION AND SUBMISSION OF PIN REQUEST

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

N/A

What were the results?:

- 1a./3a. Curriculum Development I. Explore the possibility of revising Philosophy's curriculum to include two tracks or concentrations: Philosophy and Pre-Law.

RESULT: Ongoing. Pandemic severely disrupted progress beginning mid-March. Nevertheless, made substantial progress. Discussed curricular reform every department meeting. Decided to create three tracks, not two. Populated each track with possible courses. Also considered changing department name to reflect tracks and attract more students to program.

- 1b./3b. Curriculum Development II. Explore the possibility of expanding Philosophy's curriculum to include one or more of the following applied ethics courses: Business Ethics, Computer Ethics, Engineering Ethics, Technology Ethics.

RESULT: Paused. Major curricular reform in the form of creation of three tracks (see "Curriculum Development I" above) took off, exhausting all of department's time, especially with disruption of pandemic. This component of curricular development will be readdressed once Curriculum Development I is complete.

- 2a./3c. Curriculum Development III. Rethink capstone and other upper-division course offerings and/or titles to make offerings more efficient and more beneficial and attractive to students.

RESULT: Ongoing. Despite disruption caused by pandemic, made significant progress in conjunction with "Curriculum Development I" above. Generated and discussed different ways to reform capstone in view of new curriculum consisting of three tracks. Decided tentatively to piggyback capstone onto upper-division courses as a "capstone enhancement," thereby eliminating chronic problem of under-enrolled stand-alone capstone course: PHIL 452 Seminar in Contemporary Metaphysics. Moreover tentatively decided to eliminate PHIL 452 and create two 300-level courses out of it: PHIL 320 Free

Will, Blame, & Punishment and PHIL 321 Mind & Self. PHIL 320 will be an elective in two of three new tracks. Also it will be proposed as an elective in Criminal Justice concentration of LASO program. PHIL 321 will be an elective of one track, with its title and subject matter attractive to enroll well. Lastly, decided to create PHIL 312 Legal Reasoning and Mock Trial for two tracks and PHIL 103 Introduction to Social Justice for at least one track.

2b./3d. Student Learning Assessment. Revise department learning goal rubrics for student learning assessment to reflect the revised curriculum.

RESULT: Paused. Awaiting finalization of new curriculum.

2c./7a. Furniture Request. Request new furniture for Dunkle Hall rooms 204 and 205 to improve students' physical comfort and attention span and to allow them to work in groups.

RESULT: Paused. Due to disruption caused by pandemic. Will generate and submit request 2020-2021.

3e. Publicity Materials I. Update Philosophy display for Open House and other department events.

RESULT: Paused. Awaiting finalization of new curriculum.

3f. Publicity Materials II. Update Philosophy brochure.

RESULT: Paused. Awaiting finalization of new curriculum.

3g. Publicity Materials III. Begin work on creating a "Careers for Philosophy Students" booklet and wall display.

RESULT: Paused. Awaiting finalization of new curriculum.

3h. Publicity Materials IV. Advertise, by way of posters, lower-enrolled upper-division Philosophy courses prior to registration periods.

RESULT: Complete. Generated and hung wall posters.

7b. PIN Request. Request PIN position to replace current Full-Time-Non-Tenure-Track position to provide both quality and stability for Philosophy, Law & Society, and prospective Criminal Justice programs.

RESULT: Complete. Generated and submitted PIN request.

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 focus of the first half of the upcoming year's plan will be the finalization of major curricular reform. The focus of the second half will be publicizing this new curriculum by way of new Open House display, new brochure, and new wall hanging. In the second half of the year, we will also devise new rubrics for student learning assessment. Increased human resources will be directed toward these priorities, and financial resources will be budgeted for departmental publicity material.

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

Department meetings:

Friday, February 8, 2019
Tuesday, August 20, 2019
Friday, September 6, 2019
Friday, October 11, 2019
October 2, 2020.

Evidence, artifacts, and or back up documentation:

Attached Files

[PHIL Position Allocation Request Form \[1\].doc](#)

[Aug. 20, 2019.docx](#)

[Sept. 6, 2019.docx](#)

[Feb 8, 2019.docx](#)

[Oct. 11, 2019.docx](#)

[Oct. 2, 2020.docx](#)

[Jobs Associated with Environmental Ethics Track.docx](#)

[Law School Preparation Track Prerequisites.docx](#)

[Social Justice Jobs.docx](#)

[Possible Ethics Tracks.docx](#)

[New Program II.docx](#)

[New Program III.docx](#)

[New Program IV.docx](#)

[New Program.docx](#)

[Poster for upper PHIL courses.docx](#)

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Philosophy

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Political Science

Strategic Plan Outcomes FY 2020 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

1. Ensure academic excellence in the POSC department (aligns with CLAS goal 1 and University goals 1&2)
2. Improve retention of majors (aligns with CLAS goal 5 and University goal 4)
3. Develop common learning outcomes assessment rubrics (aligns with CLAS goal 1 and University goals 1&2)
4. Increase experiential learning opportunities for students (aligns with CLAS goal 1 and University goals 1&2)
5. Review curriculum for possible reform (aligns with CLAS goal 1 and University goals 1&2)
6. Increase civic engagement opportunities for students (aligns with CLAS goal 1 and University goals 1&2)

Start:

7/1/2019

Providing Department:

Political Science

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Discuss how to promote student completion of reading assignments and how to deter academic dishonesty in POSC courses.
2. Discuss how faculty members can more effectively use Beacon and other early warning methods to get out in front of student academic problems.
3. Develop common data analysis and presentation rubrics.
4. Finalize the curriculum change that allowed students to count Model OAS or the internship for their POSC capstone.
5. Have discussions regarding low enrollment courses that might need to be discontinued.
6. Have discussions about how to get our students to take more advantage of the civic engagement opportunities that we already offer such as Town Hall meetings and Times Talks.

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

1. An increase in the reading assignment completion rate and a decrease in the number of reports of academic dishonesty would be the metric to measure effectiveness on this action priority.
2. An increase in our major retention rate would be the metric to measure effectiveness of this action priority. .
3. Completion of the common data analysis rubric is a partial measure of success, but completion of a common rubric for the oral presentation rubric will indicate complete success.
4. The finalization of the curriculum change allowing students to count either Model OAS or the POSC internship for their POSC capstone marks success of this action priority
5. Identification and elimination of chronically low-enrolled courses would be the measure of effectiveness of this action priority.
6. Increased student participation in Town Halls and Times Talks would be the measure of effectiveness of this action priority.

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

N/A

What were the results?:

1. We have not agreed on specific measures to improve assignment reading rates or to deter academic dishonesty in our classes, but we agreed to continue the discussions.
2. Faculty committed to early use of Beacon etc. in order to get out ahead of student academic problems.
3. We completed a common rubric for data analysis. We are continuing to work on the common presentation rubric.
4. We completed the curriculum change allowing our majors to count Model OAS and the POSC internship to count for the POSC capstone. It was approved by governance.
5. We had a meeting dedicated to identifying chronically low-enrolled courses. These efforts will continue.
6. We are still discussing ways to promote more student participation in civic engagement activities.

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. Continue to work on retention of students, common rubric for presentation, identifying low enrolled courses, and encouraging students to will take Model OAS and the POSC internship (excellent experiential learning opportunities), and encouraging to participate more in civic engagement activities.

No financial resources were allocated or redistributed based upon these results. Human resources were redistributed re-allocated because of the committee work done.

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

The strategic plan and the results are discussed in regular department meetings, and they were shared with the CLAS Dean's office.

Evidence, artifacts, and or back up documentation:

Psychology

Annual Report 2019-2020 Academic Year (Psychology)

Specify your Division/Department Goals Priorities.:

1. Review our program to ensure we are meeting the needs of our students and the university. (CLAS Goals#1 & #3; University goals 1, 2, and 4)
2. Provide faculty with the appropriate expertise to teach critical areas of the curriculum left open by the death of one faculty member, the unexpected resignation of another faculty member, and the planned retirement of a third faculty member. (CLAS GOAL #4; University goal 4)
3. Explore the possibility of creating a new Addictions Science major.(CLAS GOALS #1 & #3; University goals 1, 2, and 4)

Start:

7/1/2019

Providing Department:

Psychology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Complete the Academic Department Program Review
- 1b. Ensure the undergraduate Addiction Emphasis meets board requirements for certification at the bachelors level
- 2a. Review the needs created by the loss of Dr. Edwards, and based upon those adjustment needs, submit a PIN request to cover these areas (which was specifically requested by MPCAC, our graduate accreditation body)
- 2b. Review the needs created by the unexpected resignation of Dr. Morshead, and based upon those adjusted needs, submit a PIN request to cover these areas
- 2c. Review the needs created by the planned retirement of Dr. Southerly, and based upon those adjusted needs, submit a PIN request to cover those areas
- 2d. If the Edwards PIN is approved, complete the hiring process for this PIN

- 2e. If the Morshead PIN is approved, complete the hiring process for this PIN
- 2f. If the Southerly PIN is approved, complete the hiring process for this PIN
- 3a. Increase expertise through the hiring of new faculty in the area of addictions
- 3b. Enhance our Addiction Emphasis
- 3c. Determine what new courses would be needed to be created for such a major

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

- 1a. The completion of the review and all the reports, culminating with the completion and submission of the PSYC_2020 Academic Program Review Certificate
- 1b. A complete review of the state's certification requirements in addiction counseling. If the review revealed the need for any changes, the creation of those changes.
- 2a. The creation and submission of the PINS request for the Edwards position
- 2b. The creation and submission of the PINS request for the Morshead position
- 2c. The creation and submission of the PINS request for the Southerly position
- 2d. If approved, was the advertising, screening, interviewing, and hiring of a candidate for this position completed
- 2e. If approved, was the advertising, screening, interviewing, and hiring of a candidate for this position completed
- 2f. If approved, was the advertising, screening, interviewing, and hiring of a candidate for this position completed
- 3a. Were we able to hire faculty with expertise in addiction
- 3b. A complete review of the state's certification requirements in addiction counseling. If the review revealed the need for any changes, the creation of those changes
- 3c. A determination of the needed courses for a student to meet the requirements for addiction counseling certification, any other key courses deemed needed by experts in the field, key aspects of psychology and general education. A review of these findings to determine whether any new courses would need to be developed

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

N/A

What were the results?:

1a. The Psychology Department completed its Program review. However, the final document (PSYC_2020 Academic Program Review Certificate) was not completed until the summer of 2020 due to delays stemming from the COVID-19 crisis

1b. A complete review of the state's certification requirements in addiction counseling was completed. Findings included the need for the creation of a new course and it was recommended that the titles of several courses be adjusted.

2a. The PINS request was created and submitted, it was approved by the university

2b. The PINS request was created and submitted, it was not approved by the university

2c. The PINS request was created and submitted, it was approved by the university

2d. This position was advertised, applicants were screened, candidates were interviewed, and one was hired

2e. N/A as this PINS request was not approved

2f. This position was advertised, applicants were screened, one candidate was interviewed (only one met the hiring criteria), and she was hired

3a. We were unable to hire a faculty member with expertise in addiction (the only applicant who met that criteria accepted a position at another university while we were scheduling them for an interview).

3b. A complete review of the state's certification requirements in addiction counseling was completed. Findings included the need for the creation of a new course and it was recommended that the titles of several courses be adjusted

3c. We were determined what the basic courses were that would be needed, however, as we were unable to hire a faculty member with expertise in addictions (3a), we were not able to determine whether additional courses in the area of addictions would be needed

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?:

Our program review was very encouraging as both the internal and external reviews found that the department is healthy and well functioning. We are indeed meeting the needs of our students and the university (The outside reviewer was extremely complimentary and this is particularly meaningful as he is both an expert in what an education should look like for psychology majors, as well as a major player for the American Psychological Association in this area).

1) The focus for the upcoming year's plan is on the hiring of a faculty member with expertise in addictions and determine if any adjustments are needed in the key research courses (PSYC-201 and PSYC-301) in terms of whether there is adequate time given to all the key components for these courses, including feedback on student writing.

2) Internal resources were adjusted to conduct the needed work based on preliminary findings. For example, upon the review of the (1b. & 3b) state's certification requirements, we discovered we needed to provide a new course. We developed said course (PSYC 406) and it will be offered for the first time in the fall semester of 2020.

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

The plans, actions, results, and changes based on the results have all come through the discussions during our monthly department meetings, as well as additional special meetings called specifically to discuss different aspects of this process.

Evidence, artifacts, and or back up documentation:

Sociology

Strategic Plan - Annual Report Item for 2019-2020

Specify your Division/Department Goals Priorities.:

- A. Work with other departments (CLAS Goal 1; University goals 1 and 2)
- B. Support Colleagues (CLAS Goal 4; University goal 4)
- C. Conduct Assessment (CLAS Goal 1; University goals 1 and 2)
- D. Recruit and Retain Students (CLAS Goal 5; University goal 4)

Start:

7/1/2019

Providing Department:

Sociology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Continue to discuss pedagogy (supports goal B)
2. Facilitate and implement when possible curriculum endeavors with other departments (supports goal A)
3. Support junior faculty in their professional, service and teaching endeavors (supports goal B)
4. Facilitate application of sound and relevant assessment processes (supports goal C)
5. Work with the department internship coordinator to promote and encourage internships (supports goal D)
6. Monitor and acclimate new adjuncts (supports goal B)
7. Continue to make functional and vibrant the sociology club (supports goal D)

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

1. Workshops attended, routinized periods of time to learn about and evaluate pedagogy

2. Departments where collaboration occurred
3. Junior faculty achievements such as publications, committee memberships and student evaluation of teaching
4. Assessment process completion
5. Number of Internships
6. Training program participation
7. Number of active members

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

N/A

What were the results?:

1. Continue to discuss pedagogy (supports goal B)

During the fall of 2019, the chair facilitated collaboration between key administrative departments at the university to ensure that two new adjuncts would be pedagogically prepared to teach their fall online classes. The two faculty persons needed to take the mandatory online tutorial (**workshop**) so that they could be deemed qualified to teach their classes. They also needed access to canvas prior to the start of the semester so that they could design their courses. Issues developed quickly and obstacles had to be overcome. Initial access was denied given that they hadn't been presented with a contract thus couldn't be granted entry to the university teaching platform. The two adjuncts were able to complete the tutorial during the summer even though they didn't have a contract.

- the chair met with one of the adjuncts during the summer - this was a **working session to discuss** expectations, design and implementation issues pertaining to teaching an online course
- the chair held **routine telephone conversations** with both adjuncts throughout the summer and discussed expectations, design and implementation issues pertaining to teaching an online course

A unique situation developed during the spring of 2020, transitioning to all online classes, because of the pandemic.

- The chair continued to hold monthly department meetings by zoom - **pedagogy was discussed** at each meeting.
- The chair contacted all members of the department by phone multiple times after the university went online, including each adjunct, and held **extensive conversations about pedagogy** that could be applied during this time period.
- **Pedagogical information** garnered by the chair in the one-on-one conversations with the sociology faculty was shared by email and via additional phone conversations. It was not uncommon for telephone conversations to last a good hour per faculty person.

Dr. Dan Moorehead during the summer attended the following **workshop**.

...a three-day training conference at Frostburg State University, *Cultivating Awareness and Resilience in Education (CARE)* training August 12-14th, 2019... was funded by The Department of Nursing MHEC NSP II grant. Facilitator was Sebrina Doyle, Assistant Research Professor with the Edna Bennett Pierce Prevention Research Center at Penn State University.

Dr. Kara Rogers Thomas during the spring attended the following **workshop** with Dr. Mathias on High Impact Learning:

<https://www.usmd.edu/cai/taking-high-impact-practices-next-level-ensuring-quality-access-and-equity>

In the summer of 2020, all but one tenured sociology faculty person completed the special hybrid training class.

The chair held numerous **pedagogical conversations** with one of the adjuncts about grading too high. He was subsequently able to significantly decrease the number of A's awarded in both of his sections taught in the fall of 2019 to 11% in his lower level and 39% in his upper level class, respectively. In his lower level class, he scored a 4.78 on "Instructor demonstrated an interest in students learning success in the course."

2. Facilitate and implement when possible curriculum endeavors with other departments (supports goal A)

College of Education discussed making sociology 305 part of their curriculum; *this became a reality late summer early fall of 2020.*

Our newest course, *Race and Crime*, was offered as part of the curriculum for the **African American Studies** minor; another intention was to attract a heavy number of students from the **Law and Society** program

A special topics class was planned for the upcoming academic year, *White Collar Crime*, with the intent that **Law and Society** Students would be interested and could take it as a course substitution if needed.

The department offered the following courses that also was part of the curriculum sponsored by other departments. *Summer and Winter sessions are included.*

Summer 2019

Soci 200 Social Problems, **Core Sociology class**, (SOWK) (Law and Society) (Elem Ed elective) (Social Science elective) (Parks and Rec elective) every semester (2 sections)

Soci 203 Deviant Behavior (Social Science elective) (Parks and Rec elective) every semester

Soci 224 Cultural Anthropology (GEP Group F) (Ethnobotany) (International Studies) (Social Science elective) Sustainability elective), fall semester

Soci 305 Race and Cultural Minorities, (GEP Group F), (AAST) (Nursing) (SOWK) (Elem Ed elective) (Social Science elective) every semester (2 sections)

Soci 332 Collective Behavior, (WMST – seeking approval from WMST) (Social Science elective) variable

Soci 334 Gender and Social Life, (WMST) (Cultural Anthropology) (Social Science elective) variable

Soci 442 Juvenile Delinquency (Law and Society) (Social Science elective) (Parks and Rec elective every semester, ***heavy Law and Society Enrollment***

fall 2019

Learning communities

- Students interested in social work (**collaborative with other departments**)
- Students interested in criminal justice (**collaborative with other departments**)

IDIS 151 Honors First Year Colloquium

Soci 111 Honors Introduction to Sociology

Soci 200 Social Problems (2 sections), **Core Sociology class**, (SOWK) (Law and Society) (Elem Ed elective) (Social Science elective) (Parks and Rec elective) every semester (2 sections)

Soci 203 Deviant Behavior (Social Science elective) (Parks and Rec elective) every semester

Soci 224 Cultural Anthropology (GEP Group F) (Ethnobotany) (International Studies) (Social Science elective) Sustainability elective), fall semester

Soci 305 Race and Cultural Minorities, (GEP Group F), (AAST) (Nursing) (SOWK) (Elem Ed elective) (Social Science elective) every semester (2 sections)

Soci 306 Sociology of African Americans (AAST) (Cultural Anthropology) (Social Science elective), variable

Soci 334 Gender and Social Life, (WMST) (Cultural Anthropology) (Social Science elective) variable

Soci 340 Criminology (Law and Society) (Sociology Science elective) (Parks and Rec elective) every semester, ***heavy Law and Society Enrollment***

Soci 341 Race and Crime (AAST)

Soci 350 Folklore in Appalachia, variable (Ethnobotany) (Cultural Anthropology)

Soci 364 Marriage and Family (WMST) (Elem Ed elective) every semester

Soci 442 Juvenile Delinquency (Law and Society) (Social Science elective) (Parks and Rec elective) every semester, ***heavy Law and Society Enrollment***

Soci 443 American Corrections (Law and Society) (Social Science elective) every semester, ***heavy Law and Society Enrollment***

Winter 2020

Soci 224 Cultural Anthropology (GEP Group F) (Ethnobotany) (International Studies) (Social Science elective) Sustainability elective), fall semester

Soci 305 Race and Cultural Minorities, (GEP Group F), (AAST) (Nursing) (SOWK) (Elem Ed elective) (Social Science elective) every semester (2 sections)

Spring 2020

Soci 111 Honors Introduction to Sociology

Soci 200 Social Problems (2 sections), **Core Sociology class**, (SOWK) (Law and Society) (Elem Ed elective) (Social Science elective) (Parks and Rec elective) every semester (2 sections)

Soci 203 Deviant Behavior (Social Science elective) (Parks and Rec elective) every semester

Soci 224 Cultural Anthropology (GEP Group F) (Ethnobotany) (International Studies) (Social Science elective) Sustainability elective), fall semester

Soci 305 Race and Cultural Minorities, (GEP Group F), (AAST) (Nursing) (SOWK) (Elem Ed elective) (Social Science elective) every semester (2 sections)

Soci 306 Sociology of African Americans (AAST) (Cultural Anthropology) (Social Science elective), variable

Soci 332 Collective Behavior, (WMST – seeking approval from WMST) (Social Science elective) variable

Soci 340 Criminology (Law and Society) (Sociology Science elective) (Parks and Rec elective) every semester, ***heavy Law and Society Enrollment***

Soci 341 Race and Crime (AAST)

Soci 345 Sociology of the Environment (Ethnobotany elective) (Elem Ed elective) (Earth Science elective) spring semester

Soci 362 Sociology of Religion, spring semester

Soci 364 Marriage and Family (WMST) (Elem Ed elective) every semester

Soci 366 Social Inequality, (WMST) (Sustainability elective) variable

Soci 442 Juvenile Delinquency (Law and Society) (Social Science elective) (Parks and Rec elective) every semester, ***heavy Law and Society Enrollment***

Soci 443 American Corrections (Law and Society) (Social Science elective) every semester, ***heavy Law and Society Enrollment***

Soci 466 Women, Health and Healing (WMST) (Health Science elective), variable

Summer 2020

Soci 200 Social Problems, **Core Sociology class**, (SOWK) (Law and Society) (Elem Ed elective) (Social Science elective) (Parks and Rec elective) every semester (2 sections)

Soci 203 Deviant Behavior (Social Science elective) (Parks and Rec elective) every semester

Soci 305 Race and Cultural Minorities, (GEP Group F), (AAST) (Nursing) (SOWK) (Elem Ed elective) (Social Science elective) every semester (2 sections)

Soci 367 Sociology of Medicine (Nursing) (Health Science elective) (Medical Professions recommended) variable

Abbreviation key

GEP - General Education Program

AAST - African American Studies

Dental Hygiene

Elementary Education

Law and Society

Nursing

Parks and Recreation

SOWK - Social Work Program

WMST - Women's Studies Program

The Department also did a three year plan that structured and **assured** that not only would sociology majors and minors have routine and adequate access to sociology courses but that **students in other disciplines would have access to key and relevant sociology courses.**

Department: Sociology

Place the number of sections (0, 1, 2, etc.) of the course you plan to offer in the semesters below.

Program/Number	Course Title	F20	S21	F21	S22	F22	S23	Instructor(s) who teach the course
Soci 100	Introduction to Sociology	8	8	8	7	8	7	Wei Li, John McMullen, staff
Soci 111	Honors Introduction to Sociology	1	1	1	1	1	1	Kara Rogers Thomas
Soci 200	Social Problems	2	2	2	2	2	1	Dan Moorehead
Soci 203	Sociology of Deviant Behavior	1	1	1	1	1	1	Dan Moorehead, staff
Soci 224	Cultural Anthropology	1	1	1	1	1	1	Kara Rogers Thomas
Soci 305	Race and Cultural Minorities	2	2	2	2	2	2	Robert Moore
Soci 306	Sociology of African Americans	1	1	1	1	1	1	staff
Soci 307	African Americans in Appalachia	0	0	1	0	0	0	Kara Rogers Thomas
Soci 310	Statistics for the Social Sciences	1	1	1	1	1	1	Terry Russell, Elizabeth Lean (SOWK)
Soci 311	Research Methods	1	1	1	1	1	1	Terry Russell, John McMullen
Soci332	Collective Behavior and Social Movements	1	1	1	1	1	1	Jennifer Earles, staff
Soci334	Gender and Social Life	1	0	1	0	1	0	Jennifer Earles, staff
Soci 340	Criminology	1	1	1	1	1	1	Dan Moorehead
Soci 341	Race and Crime	0	0	1	0	0	1	John McMullen
Soci345	Sociology of the Environment	0	1	0	1	0	1	Kara Rogers Thomas
Soci350	Folklore in Appalachia	1	0	1	0	1	0	Kara Rogers Thomas
Soci362	Sociology of Religion	0	1	0	1	0	1	Kara Rogers Thomas
Soci364	Sociology of Marriage and Family	1	1	1	1	1	1	Jennifer Earles, staff
SOCI 366	Sociology of Inequality	1	1	1	1	1	1	Jennifer Earles, staff
SOCI 367	Sociology of Medicine	1	0	0	0	1	0	Kara Rogers Thomas
SOCI 420	Animals in Human Society	0	1	0	1	1	1	Dan Moorehead
SOCI 433	Sociology of Education	1	0	0	0	1	0	Dan Moorehead
SOCI 442	Juvenile Delinquency	1	1	1	1	1	1	John McMullen

SOCI 443	American Corrections	1	1	1	1	1	1	John McMullen
SOCI 450	Classical Sociological Theory	1	1	1	1	1	1	Wei Li
SOCI 451	Contemporary Theory	1	1	1	1	1	1	Wei Li
SOCI 466	Women, Health and Healing	0	1	0	1	0	1	Kara Rogers Thomas
SOCI 468	Sociology of Later Life	0	0	0	1	0	1	Dan Moorehead
SOCI 490	Special Topics	1	0	0	0	0	0	John McMullen
SOCI 491	Seminar - Capstone	1	1	1	1	1	1	Robert Moore
SOCI 492/495	Internship	1	1	1	1	1	1	John McMullen
IDIS 151	Honors Firs-Year Colloquium	1	0	1	0	1	0	Kara Rogers Thomas
WMST 201	Introduction to Women's Studies	2	2	2	2	2	2	Jenifer Earles

3. Continue to support junior faculty in their professional, service and teaching endeavors (supports goal B)

A. The department had one junior faculty person. Her *accomplishments* during this time period were as follows:

- * taught a variety of courses - 3 different preps each semester
- * used all teaching modalities: face-to-face, blended and online
- * coordinated a minor, Women's Studies
- * was able to supply content in her courses that made firm connections to other disciplines such as criminal justice, AAST, education and social justice
- * successfully linked and taught one of her courses as a requirement to the GEP for the Identity and Difference section
- * served on two dissertation committees during this time period:

Brittany Shereika – “Navigating community college as a student parent: Experiences of intersectionality”

Mallory L. Wishard “Cross-Gendered Coaching: Oral Discourse of Division III Coaches.”

- * highest student evaluations in the department compared to already tenured faculty in the department
- * used cutting edge assessment instruments in her courses including blogging and photo-realism projects
- * had a research plan
- * shared professional knowledge with her colleagues in the department, other institutions and with community member/agency stakeholders
- * Member of the faculty Senate
- * Advisor to student organizations
- * Numerous standing and ad hoc university committees
- * Advisor Student Group, SPECTRUM;
- * Advisor Student Group, Social Justice for All
- * Board Member, Family Crisis Resource Center, Cumberland, MD (2018-2019)
- * Member of American Sociological Association National Women's Studies Association
- * Member of Sociologists for Women in Society Southern Sociological Society
- * Member of League of Women Voters
- * Member of Women's Action Coalition NAACP
- * Publication: Earles, Jennifer and Sara L. Crawley. 2020. "Institutional Ethnography." The SAGE Encyclopedia of Social Research Methods, edited by Paul Atkinson and Sara Delamont.
- * Publication: Earles, Jennifer. 2019. "The Poetics of Coming Out and Being Out: Feminist Activism in Cis Lesbian and Trans Women's Poetic Narratives." Humanities 8(3): 122-141.
- *Publication: Earles, Jennifer. 2019. "'Penis Police': Lesbian and Feminist Spaces, Trans Women, and the Maintenance of the Sex/Gender/Sexuality System." Journal of Lesbian Studies 23(2): 243-256.

*Publication: Earles, Jennifer. 2019. "Book Review: Surviving State Terror: Women's Testimonies of Repression and Resistance in Argentina by Barbara Sutton." *Gender & Society* 502-504.

B. Mentoring of Adjuncts

Junior faculty is often interpreted to mean tenure track. We often don't discuss the mentoring and achievements of adjuncts, especially adjuncts who have been with the department a long time. It should be mentioned that one adjunct, who had taught with the department for about ten years, secured a tenure track position near the end of summer 2019. She also published her first article during this time period. Substantial mentorship and encouragement occurred between the chair and the adjunct leading up to this accomplishment.

"The Growth of Spiritual Awareness through AA Participation: A Phenomenological Study" in *Alcoholism Treatment Quarterly*

<https://www.tandfonline.com/doi/full/10.1080/07347324.2019.1586498>

4. Facilitate application of sound and relevant assessment processes (supports goal C)

Student individual research projects completed in the capstone are used for assessment of the sociology program. Last fall the department distributed projects to sociology faculty for evaluation. In addition, an outside reviewer also evaluated the projects, student individual capstone projects, Dr.Korni Swaroop, SUNY Brockport.

5. Work with the department internship coordinator to promote and encourage internships (supports goal D)

Number of interns per semester:

1 in summer 2019

2 in fall 2019

1 in spring 2020

0 in summer 2020

6. Monitor and acclimate new adjuncts (supports goal B)

Please see number one above.

7. Continue to make functional and vibrant the sociology club (supports goal D)

The Sociology Club didn't develop. We believe that current accommodations where the sociology department is now housed make it more challenging to foster a sense of community among students.

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?:

Many of the results above have been greatly affected by situations that have occurred outside the department such as the continued decline of university enrollment and the pandemic. Although a new academic year has started, the strategic plan, in many instances, is still relevant as we move forward.

(one) Continue to discuss pedagogy (supports goal B)

pedagogical discussions will be much more frequent to make sure technology is being utilized to foster positive teaching outcomes

(two) Facilitate and implement when possible curriculum endeavors with other departments (supports goal A)

the department will continue to in touch with other departments to inquire and interact with other curriculums when possible

(three) Support junior faculty in their professional, service and teaching endeavors (supports goal B)

communication with adjuncts will continue as well as recruitment processes to fill the sociology/women's studies position vacated last spring

(four) Facilitate application of sound and relevant assessment processes (supports goal C)

this process will continue; "closing the loop" is ongoing

(five) Work with the department internship coordinator to promote and encourage internships (supports goal D)

these efforts, although greatly curtailed because of the pandemic, will continue if possible

(six) Monitor and acclimate new adjuncts (supports goal B)

this remains an ongoing process; adjuncts don't have the same access to information, the chair will continue to keep them updated

(seven) Continue to make functional and vibrant the sociology club (supports goal D)

this will be a challenge in the immediate future; a virtual sociology club would be quite a challenge given the propensity for hands-on activities members of the clubs often like to facilitate

The New Strategic Plan

The New Strategic Plan takes into consideration, thus is modified, the current pandemic we face.

1. Maintain high student enrollment in department courses (supports goal A)
2. Continue to share pedagogical experiences (supports goals A and B)
3. Increase online technological awareness and capabilities (supports goals A and B)
4. Communicate with majors and minors (supports goal A)
5. Support the Appalachian Festival (supports goal C)
6. Seek replacement for Dr. Jennifer Earles who will also head the Women's Studies program (supports goals A, B and C)
7. Advocate for movement of the department to a more central location on campus (supports goals A and B)
8. Advocate that the department have more classrooms that are primarily used by the sociology department (supports goals A and B)

9. Continue to advocate for a PIN position to replace Dr. Tony Crosby who would also head the African American Studies program (supports goals A, B, and C)

Allocation of New Resources

No new resources have been allocated. Although, it must be acknowledged that the department at this moment is initiating a tenure-track search. Assessment activities will require increased communication between key faculty members in the department so that students can continue to demonstrate even greater proficiency of the six department learning goals.

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

Communication with the department remains ongoing. The strategic plans remain ongoing routine topics of discussion at minimum at each monthly department meeting.

Evidence, artifacts, and or back up documentation:

Theatre/Dance

FY 2019-2020 Theatre and Dance Annual Report

Specify your Division/Department Goals Priorities.:

Strategic Goals 2015 – 2021 (Based on 2015 Program Review)

1. The Department will work with administration and conduct internal review about budgetary needs for Theatre and Dance, particularly related to production season. (FSU Strategic Goal #5)
2. The Department will pursue opportunities for a studio space for Design/Technology track and storage usage.(FSU Strategic Goal #4)
3. The Department will pursue University support to hire three new faculty members.(FSU Strategic Goals #1, 2, 4)
4. The Department will review and implement new recruitment strategies for the Theatre major and Dance minor to address a decrease in numbers. (FSU Strategic Goal #4)
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.(FSU Strategic Goals #1, 2)

Start:

7/1/2019

Providing Department:

Theatre/Dance

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

This academic year the department focused the action plan on strategic goals 1, 3, and 4: advocating for critical resources, recruitment and retention initiatives, and K-12 outreach.

1./3. The Department will advocate for critical resources to continue offering quality programming.(Strategic Plan Alignment: University #4: University resources and developing a recruitment and retention plan, CLAS #4, Department #1, 3)

4.a. The Department will continue to implement recruitment strategies that are strategic, efficient, and effective. (Strategic Plan Alignment: University #4: University resources and developing a recruitment and retention plan, CLAS #5, Department #4)

4.b. The Department will engage in retention strategies focused on student well-being, high impact practices, and academic and professional excellence. (Strategic Plan Alignment: University #1, 2 & 4: Focus learning on both the acquisition and application of knowledge; Provide engaging experiences that challenge our students to excel; University resources and developing a recruitment and retention plan, CLAS #5, Department #4)

4.c. The Department will engage FSU students and faculty/staff in K – 12 theatre outreach. (Strategic Plan Alignment: University #3: Expand regional outreach and engagement, CLAS #2, Department #4)

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

1./3. The Department will advocate for critical resources to continue offering quality programming.

Measurements included:

- Advocating for Dance minor
- Writing and submitting 3-year program review of Musical Theatre minor with IPR committee
- Writing and submitting PIN requests
- Writing and submitting grant applications that support programming

4.a. The Department will continue to implement recruitment strategies that are strategic, efficient, and effective.

Measurements included:

- Outcomes of 2nd Annual Mountain Maryland Theatre Festival
- Submitting survey to MMTF attendees
- Number of participants registered for MMTF festival
- Number of alumni engagements during academic year
- Number of students who matriculated to FSU
- Outreach in schools and correspondences with prospective students

4.b. The Department will engage in retention strategies focused on student well-being, high impact practices, and academic and professional excellence.

Measurements included:

- Connecting with students about balancing academics and production, and overall well-being
- Successful networking and professional opportunities for students

- High Impact Practice opportunities for students beyond normal HIP activities

4.c. The Department will engage FSU students and faculty/staff in K – 12 theatre outreach.

Measurements included:

- Number of schools and children reached through Roundabout Children's Theatre production, *Dear Edwina*
- Successful regional outreach with schools
- Connecting THEA 315 Creative Dramatics to Dept. of Education activities

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

Not applicable.

What were the results?:

1./3. The Department will advocate for critical resources to continue offering quality programming.

Dance Program: During August 2019, the Dance studio was removed from the Department of Theatre and Dance without discussion or adequate notice. The chair asked for a meeting with Provost Throop and Dean Hixon. Although the meeting largely focused on the dance studio space, the chair advocated for a position in dance, as it is an academic program solely taught by adjunct faculty. Without a permanent faculty member in this position it is nearly impossible to recruit students and the minor is struggling to grow. This decline has implications for the Musical Theatre minor, Theatre major, arts on campus, and recruitment. (Support materials included.)

IPR Program Review of Musical Theatre minor: The chair wrote and submitted a three-year program review of the Musical Theatre minor with IPR. The minor, which is a collaboration between Theatre, Music, and Dance, does not have a dance instructor. The IPR committee voted to support a dance position to help grow the program. Below is an excerpt from the May 2020 IPR minutes:

Results from IPR meeting, May 11, 2020 minutes: "Three year review--Musical Theatre minor: Nicole Mattis and Brent Weber. Minor created in 2017 between Music, Theatre, and Dance. Had projected to have 18 minors at this time, but are optimistic with 14. Faculty member that proposed the minor is no longer at FSU. In 2017, the minor had a FTNTT in Dance and a FTTT in Vocal Performance. In 2020, do not have a single member on staff in Dance at this moment

and only a FTNTT in Vocal Performance. This is a detriment to building the minor, and hiring an adjunct is not viewed as a sustainable option given the travel time for someone qualified. Minor is an opportunity for the university - it was the only minor offered in the state three years ago (uncertain if still the case). Even with staffing issues, enrollment numbers haven't declined. Under the current staffing situation, the quality of the minor can stay at status, but for it to grow it will require support. Motion to recommend that, when fiscally possible, IPR support the Dance position be funded to help grow this program (Randy). Second (Bill). Motion passed in full support with one abstention."

PIN Positions: Three PIN positions were written and submitted to the College of Liberal Arts and Sciences and one was received to fill a vacant position in the area of Costume Design. A successful search process ensued, from which the department hired new faculty member Danielle Preston to begin fall 2020.

Grants: Department members wrote five successful grant applications to support activities within the department and offset costs. Two PELEF grant applications were written and received to support student engagement at the Kennedy Center's American College Theatre Festival (Gordon Duguid) and the United States Institute for Theatre Technology (USITT) national conference (George Georgeson). Two FSU Foundation Opportunity grants were successfully written for the Mountain Maryland Theatre Festival and the New Works Incubator project (Nicole Mattis), as well as the Allegany Arts Council General Operating Grant, also to support the MMTF (Nicole Mattis).

4.a. The Department will continue to implement recruitment strategies that are strategic, efficient, and effective.

Recruitment strategies focused on organizing the Mountain Maryland Theatre Festival, Regional Outreach, correspondence with prospective students through letters, emails, and phone calls, alumni engagements, and faculty outreach in the schools.

Mountain Maryland Theatre Festival: The 2nd annual Mountain Maryland Theatre Festival took place in January 2020 with 51 high school and middle school attendees. Over the course of two days, participants engaged in faculty and alumni-led workshops, competitions, social networking, presentations, a keynote address, and an awards ceremony. This year, two students matriculated to FSU for fall 2020. One attendee has already applied and been admitted for fall 2021. Another student from the 2019 MMTF joined FSU in the spring 2020 semester. (Supporting materials included.)

Highlight Results of 2020 MMTF Participant Survey

- - 100% of participants who filled out the survey agree or strongly agree that they received useful training that they can bring back to their school arts programs.
 - 100% of participants who filled out the survey agree or strongly agree that engaging with FSU alumni helped give them deeper insight into the profession.
 - 63% of participants who filled out the survey had not attended an event at FSU prior to the MMTF. The MMTF marked their first FSU experience.

- 100% of participants who filled out the survey rated the quality of the workshops they attended as high or very high.
- 100% of participants who filled out the survey said they would be likely and very likely to recommend the MMTF to their peers.
- 100% of participants ranked the MMTF as very good or excellent.

Select Testimonials from 2020 MMTF Participant Survey (When asked if they would like to share from their experience or recommend improvements.)

- - No. Loved it just how it is.
 - This is a wonderful program.
 - It was a wonderful experience as it was last year! Can't wait for next year!
 - Awesome experience.
 - I had a great time at MMTF. I feel like I learned a lot about theatre as a whole and met a lot of people who genuinely love theatre. I had a lot of fun and I hope FSU continues providing this opportunity.
 - I attended last year and looked forward to returning all year last year. I loved it and brought friends this past year.
 - They were very fun and professional [the workshops], I learned a lot.

Please Enjoy The Following Attachments And Links

- - 2020 MMTF Video Collage: <https://youtu.be/MY4o3qv4154>
 - Article, *The Bottom Line News*, Theatre is My Sport: <http://thebottomlinenews.com/theatre-is-my-sport-the-2nd-annual-mountain-maryland-theatre-festival/>

Alumni Engagement with Recruitment: Eleven FSU Theatre alumni participated in the Mountain Maryland Theatre Festival. Jessica Dukes (*Ozark*) created a welcome video for opening ceremonies, Justin Seward (Asst. Props Master for the Tony-award winning Huntington Theatre Company) presented the keynote address, Joshua Duguid (Production Planner/Technical Director for Disney's Epcot Showplace) joined with Justin Seward to present a "Tech Talk" and Jennifer Bonner (Disney Jedi) presented a Q&A about the entertainment business. Alums Bill Dennison, Danny Durr, Austin James, Kimberli Rowley, Gordon Duguid, and Gerry Snelson presented workshops. In addition, the chair obtained teacher boxes from the FSU Foundation and sent them to two alums to display in their classrooms: Jennifer Virts (Northern Garrett High School) and Erik Braun (College of Southern Maryland, a transfer program).

Regional Outreach: Regional Outreach and Engagement to local schools and drama programs continued. Mairzy Yost-Rushton served as the Shakespearean coach for Allegany High School's production of *Twelfth Night*. One student from this program matriculated to FSU for fall 2020. Nicole Mattis attended two local community productions and sent follow-up letters to the students and production teams: *Spamalot* at Braddock Middle School and *Seussical JR* at

Mountain City Center for the Arts. The department had ten additional productions schedule and all were canceled due to the pandemic. (Supporting materials included.)

Correspondence: A “save-the-date” scholarship auditions card was created in the fall semester. Forty-four letters were sent to prospective students (admits, incomplete applications, MMTF seniors, and open house attendees). Eleven students attended Scholarship and Entrance auditions and interviews in February and all received follow-up letters. Emails were also sent to the students who attended the auditions. In June, the chair obtained the admit list through the VP of Enrollment Management and sent personal emails to the twenty-seven students on this list. She then followed up with phone calls to these students in July, focusing on students who had not yet matriculated. (Supporting materials included.)

Scholarship and Entrance auditions were held on February 29, 2020. Faculty members and current Theatre majors attended to meet with prospective students. Nicole Mattis created a "BURGBound video" for use during online Summer Planning and participated in an online chat session with prospective students on May 6.

Additional recruitment events, such as attending thespian festivals and regional high school and middle school productions were canceled due to the coronavirus pandemic.

4.b. The Department will engage in retention strategies focused on student well-being, high impact practices, and academic and professional excellence.

Well-Being:

Student Meeting: The department held a special meeting for Theatre majors and minors during the first week of the academic year to go over expectations, best practices, policies, opportunities, and balancing academics and health. (Support material included.)

Theatre Sponsored Road-trip: In November, the department chartered a bus and brought 45 students, faculty/staff to a matinee production of *Thoughts of a Colored Man* at Baltimore Center Stage. Written by FSU alum, Keenan Scott II, the Department arranged for a Q&A luncheon with Scott and an alumni reception sponsored by the FSU Foundation and the Diversity Center. (Support material included.)

High Impact Practices:

The Polar Express: During the first two weeks of November 2019, Scene Shop Foreman, Aaron Bittner, led a group of students in the painting of The North Pole scenery for *The Polar Express* train ride through Warner Brothers Rail Events and the Western Maryland Scenic Railroad. Under Bittner’s leadership, twelve students clocked 320 combined hours to complete the project with Bittner volunteering 90 hours himself. On November 10, Bittner and the students organized an unveiling of the scenery for railway and university officials. In addition to engaging students, this activity contributed to FSU’s strategic focus on regional outreach and engagement. (Support material included.)

- Link to Article and Holiday Video Featuring Student Work:
<https://www.frostburg.edu/news/2019/12/frostburg-state-university-students,-staff-create-wmsr-polar-express-scenery.php>

Theatre Conferences/Festivals: In January, Gordon Duguid attended the Kennedy Center's American College Theatre Region II Festival (KC/ACTF) with ten students. Based on the adjudication of our fall production, *Alabama Story*, two students participated in the Irene Ryan Acting Competition. Grace Easterday received an honorable mention award for her scenic design for *Alabama Story* and also won the "Stagecraft Institute of Las Vegas Award for Excellence in Technology and Design, which allowed her to attend a one-week masterclass at the institute for free. Four Design and Technology students competed in the Tech Olympics at KC/ACTF and took first place for the second time in the department's history. (Support material included.)

George Georgeson and five students were scheduled to attend the USITT conference, but the event was canceled due to the pandemic. Nicole Mattis was scheduled to attend the Children's Literature Festival with her THEA 315 Creative Dramatics class, but that, too, was canceled due to the pandemic.

Actor Simulation: Darrell Rushton and Nicole Mattis completed simulations with students through THEA 490 Healthcare Theatre, this time extending the connection to the Athletic Training program. Midterm simulations occurred with athletic training and nursing. Although live final exam simulations were canceled due to the pandemic, the students participated in tele-visit simulations with faculty members. During the semester, the instructors brought in two alums to meet with students: Bill Dennison presented an improvisation workshop and Nicole Willig met via video conference to talk about working as a SIM patient in Los Angeles. (Support material included.)

One student completed an internship at the Cumberland Theatre and another attended the University Resident Theatre Association (URTA) interviews and received graduate school offers. After networking with FSU Theatre alum Frederick Ramsey, she chose to attend Cal Arts for fall 2020.

4.c. The Department will engage FSU students and faculty/staff in K – 12 theatre outreach.

Dear Edwina: Significant K-5 outreach occurred with the department's Roundabout Children's Theatre tour production, *Dear Edwina*, directed by Mairzy Yost-Rushton. After two public performances at FSU, the students in this production toured to ten schools in Allegany County. Additionally, the department collaborated with the Cultural Events Series during Arts in the Schools Day for two performances on November 7 and 8. In total, *Dear Edwina* was viewed by nearly 4,000 local children.

Independent Study: An Education major and Theatre minor created a *Dear Edwina* teacher's resource guide as part of an independent study that was shared with public school teachers prior to the show. As a testament of her work, she was contacted by Professor Sara Valentine of the University of Southern Maine, asking permission to use the guide for their own production of the show in the spring. (Support material included.)

Regional Outreach: The Mountain Maryland Theatre Festival brought in students from grades 8-12, and additional outreach occurred by attending middle and high school theatre productions and coaching Allegany High School's production of *Twelfth Night*, as mentioned under 4.a.

THEA 315: During the spring semester Nicole Mattis taught THEA 315 Creative Dramatics. Through this class, the students collaborated with the Center for Children's Literature (CLC) by performing the moving portraits for *Harry Potter* Book Night in January. (Support material included.)

Additional department support for this event came from the scene shop. Aaron Bittner and students assembled Diagon Alley (which was designed by two Theatre majors the year before) and the department shared , props and a fireplace to provide scenic dressing.

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?:

Many of the action priorities set forth in the 2019-2020 strategic plan were met prior to the coronavirus pandemic and FSU's move to online learning in March. At the same time, several activities, like conferences, were canceled. We were not able to attend a majority of the local theatre productions, nor were we able to complete the final two productions of our own theatre season.

In 2020-2021, the department will focus on creating meaningful experiences for our own students during the pandemic while devising alternative ways to recruit (since face-to-face interactions are limited or not allowed). The department will focus on implementing strategies and safety protocols.

Based on results, the department wants to continue to create alumni connections with current students, and also engage alumni, when possible, in the recruitment process. Resources have not been redistributed based on the results.

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

The action plan was discussed and reviewed during bi-weekly department meetings throughout the 2019-2020 academic year. Updates were also shared with the Dean's office in the College of Liberal Art and Sciences during scheduled meetings and through email.

Evidence, artifacts, and or back up documentation:

Attached Files

[1,3,4. 2019-2020 Support Materials.pdf](#)

[4.a. MMTF Survey & Program 2020.pdf](#)

[4.b. Dear Edwina Teacher Guide by Christine Gilbert.pdf](#)

[4.a. FALL 2020 Tracking for SP.xlsx](#)

Visual Arts

2019-2020 Visual Arts Departmental Annual Report

Specify your Division/Department Goals Priorities.:

1 Enhance, develop, and promote educational and creative experiences for students and faculty in the classroom and beyond. (Aligns with CLAS Goal 1 and University Goals 1 and 2.)

2 Collaborate with other departments and programs across the university and with community organizations in partnerships that improve student learning and faculty professional development and service. (Aligns with CLAS Goals 1, 2, and 4 and University Goals 1, 2, 3, and 4.)

3 Recruit and retain creative and engaged students. (Aligns with CLAS Goal 5 and University Goal 4.)

4 Develop human and physical resources in keeping with the mission of the Visual Arts Department. (Aligns with CLAS Goals 1 and 4 and University Goals 1, 2, and 4.)

Start:

7/1/2019

Providing Department:

Visual Arts

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1 Enhance, develop, and promote educational and creative experiences for students and faculty in the classroom and beyond.

1a. Enhance existing and develop new experiential learning practices across the Visual Arts curriculum.

1b. Encourage faculty to develop up-to-date curricula that engage with current technological and creative industry practices.

1c. Seek out and develop internship opportunities for students.

1d. Involve students in the development and execution of collaborative partnerships on campus and in the community.

1e. Examine goals, outcomes, and assessments of Visual Art's GEP courses through involvement in the General Education Program Review Committee.

1f. Develop successful assessment strategies within the department geared toward the renewal and enhancement of Visual Art's curriculum.

2 Collaborate with other departments and programs across the university and with community organizations in partnerships that improve student learning and faculty professional development and service.

2a. Collaborate with other departments and programs to develop interdisciplinary creative programming and events.

2b. Enhance and develop relationships with cultural stakeholders in the community in order to increase public exposure and opportunities for students and faculty.

2c. Continue to develop alumni relations through lectures, exhibitions, and other programming.

3 Recruit and retain creative and engaged students.

3a. Develop outreach programs within the department that will highlight opportunities for study in the Visual Arts to students in the region.

3b. Assess efficacy of GEP and Tech Fluency courses with regard to recruiting new majors and minors.

3c. Encourage students to join and participate in Kappa Pi and other arts-related groups.

3d. Enhance existing and develop new opportunities for students to participate in the Undergraduate Research Symposium and other college- and campus-wide collaborative programming.

3e. Continue to engage students with experiential and high impact learning opportunities, including internships.

4 Develop human and physical resources in keeping with the mission of the Visual Arts Department.

4a. Request a new PIN position in Graphic Design.

4b. Press for necessary maintenance and repairs to the Fine Arts building.

4c. Continue to upgrade and refurbish classrooms in Fine Arts as needed.

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

1 Enhance, develop, and promote educational and creative experiences for students and faculty in the classroom and beyond.

1a. Enhance existing and develop new experiential learning practices across the Visual Arts curriculum.

The measure is the number of new experiential learning practices developed and offered to students as well as the number of enhancements developed for the curriculum. This would include number of field trips, exhibitions, and practical professional experiences as well as the number of students who do them. Additional information about the action priority and results are listed below and in the results section.

- Continue to encourage the development and implementation of experiential learning through field trips, exhibitions, and practical professional experience models adapted to the classroom.

1b. Encourage faculty to develop up-to-date curricula that engage with current technological and creative industry practices.

The measure is the evaluation of the curriculum and number of curricular changes that faculty make to keep current with technological and industry practices. More information about the action priority and results are listed below as well as in the results section.

- Evaluate use of software in graphic design and encourage students in other fields to develop and enhance their applicable technological knowledge and skills.

1c. Seek out and develop internship opportunities for students.

The measure is the number of contacts made with potential internship sites as well as total number of internships then offered. More information about this action priority and results are listed below and in the results section.

- Communicate with regional internship providers about what they can expect from our students and foster relationships that may provide continued experiences for students.

1d. Involve students in the development and execution of collaborative partnerships on campus and in the community.

The measure is the number of collaborative partnerships on campus and in the community as well as the number of students engaged in the partnerships.

- Work with other departments and programs to contribute to a vibrant cultural landscape on campus.
- See above examples.

1e. Examine goals, outcomes, and assessments of Visual Art's GEP courses through involvement in the General Education Program Review Committee.

Measures are student learning outcomes assessment of GEP courses; numbers of changes made in goals, outcomes, etc.; and number of committee meetings within the department to address the GEP.

- Keep the department updated on GEPRC progress and advocate for the continued inclusion of the visual arts in the GEP experience.

1f. Develop successful assessment strategies within the department geared toward the renewal and enhancement of Visual Art's curriculum.

The measures are student learning outcomes assessment, numbers of changes made in the curriculum, and their successful vetting through the faculty governance system. Numbers of committee meetings will be tracked. More information about the action priority and results are listed below and in the results section.

- Task the Curriculum Committee with finding ways to enhance our offerings using the resources that we have.

2 Collaborate with other departments and programs across the university and with community organizations in partnerships that improve student learning and faculty professional development and service.

2a. Collaborate with other departments and programs to develop interdisciplinary creative programming and events.

The measures for 2a and 2b are the number and types of collaborative programs developed by our faculty.

- Continue to collaborate on design and creative projects, especially those that enhance student experiences on campus (see above examples).

2b. Enhance and develop relationships with cultural stakeholders in the community in order to increase public exposure and opportunities for students and faculty.

- Work with other cultural institutions, such as the Allegany Arts Council on programs that showcase what we do to the community while creating opportunities for student participation.

2c. Continue to develop alumni relations through lectures, exhibitions, and other programming.

The measure is the number of alumni outreach programs developed.

- Bring alumni to campus to network with students. Use the Roper Gallery and studio demonstrations as an outlet.
- We did not create these opportunities in 2019-20 but hope to reengage in this area once it is safe to do so.

3 Recruit and retain creative and engaged students.

3a. Develop outreach programs within the department that will highlight opportunities for study in the Visual Arts to students in the region.

The measure is the number and types of outreach programs developed, along with any way that we can track their efficacy.

- Task the department's Retention and Recruitment Committee with seeking out and developing such opportunities.

3b. Assess efficacy of GEP and Tech Fluency courses with regard to recruiting new majors and minors.

The measure is the number of discussions among the faculty on the topic and the resulting changes. Do these changes result in increased interest in our program offerings among GEP students?

- Make it a regular practice to discuss our programs with GEP and tech fluency classes.

3c. Encourage students to join and participate in arts-related groups on campus.

The measure is tracking these groups and their activities and level of engagement within the department, campus, and Frostburg community.

- Support our student groups with strong faculty mentorship and advocacy. Faculty have advised two art-related student organizations. We look forward to their campus and community work resuming post-pandemic.

3d. Enhance existing and develop new opportunities for students to participate in the Undergraduate Research Symposium and other college- and campus-wide collaborative programming.

The measure is the number of students who participate in these programs and the type of work presented/produced.

- Continue student involvement while encouraging more faculty to participate for greater representation of the arts.

3e. Continue to engage students with experiential and high impact learning opportunities, including internships.

Continue measuring these programs through informal student feedback and Learning Outcomes Assessment of 291 and 491.

- Develop positive relationships with potential internship providers while also describing the skills our students will bring to an internship experience. Discuss internship interest with advisees.

4 Develop human and physical resources in keeping with the mission of the Visual Arts Department.

4a. Request a new PIN position in Graphic Design.

The measure is the success of the proposal or analysis of why it wasn't successful.

- Use requested data to make the strongest case for a new position in the Visual Arts Department.

4b. Press for necessary maintenance and repairs to the Fine Arts building.

- Continue to submit work orders for necessary repairs.

4c. Continue to upgrade and refurbish classrooms in Fine Arts as needed.

The measures for 4b and 4c will be resources allocated, equipment procured, effects of changes and improvements.

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

n/a

What were the results?:

1 Enhance, develop, and promote educational and creative experiences for students and faculty in the classroom and beyond.

1a. Enhance existing and develop new experiential learning practices across the Visual Arts curriculum.

- In Fall 2019, Dr. English led a field trip to the National Gallery with his Renaissance and Baroque course. Professor Odone had four guest artists in his Illustration courses. Professor Dodge's graphic design students collaborated with the Center for Literary Arts and the Planetarium on projects. Professor Davis led a gallery work independent study, creating an opportunity for students to help produce the upcoming Rick Arnold space photography exhibition. Professor Hein led field trips in his advanced photography courses to the studios of practicing photographers. Students participated in the creation of the department's "Artistic Echoes" exhibition at the Saville Gallery and produced Senior exhibitions in the Roper Gallery on campus.
- Students installed shows and exhibited their own work in the Roper Gallery, developed their own exhibitions (such as those in the President's Gallery in Hitchens), and attended field trips to the National Gallery of Art, the Carnegie Museum, the Walters Museum, and the Hirshhorn Museum and Sculpture Garden, among others. With pandemic restrictions in place in the spring semester, students were not able to complete their spring senior shows in the Roper Gallery as planned. Unfortunately, faculty did not follow through with creating a virtual exhibition space. Steps have been taken in 2020-2021 to add an online exhibition platform that can be utilized beyond the needs of the pandemic. One of the the department's most significant fall 2019 achievements was the "Artistic Echoes" faculty and student exhibitions held in October at the Saville Gallery of the Allegany Arts Council in Cumberland. All full-time faculty and twenty students participated in the exhibition and the booklet of artist's statements that we published to coincide with it. We held a catered opening attended by family and friends, and members of the Frostburg community, including President Nowaczyk.

1b. Encourage faculty to develop up-to-date curricula that engage with current technological and creative industry practices.

- One major example of this is adaptation to new software for web development in advanced Graphic Design (ART 414), since Muse is no longer supported by Adobe. The department will continue to assess technological changes in relevant fields and adapt curriculum to support current practices. Robert Hein attended the annual SPE (Society for Photographic Education) conference, which includes pedagogical discussions. Travis English attended and participated in the Southeast College Art Conference, which included a number of relevant teaching panels. In the midst of the pandemic, the department took steps with IT to ensure students' remote access to computer programs such as the Adobe Suite.

1c. Seek out and develop internship opportunities for students.

- One student began an internship with the Allegany Arts Council, but had to complete it remotely due to pandemic restrictions. Nonetheless, we hope to expand this local relationship in the future.
- Prior to the pandemic, Professor Dodge was working with HubZone on developing internship opportunities in the Western Maryland region. Professor Dieruf assisted Senior BFA student Taylor Dukeman in procuring a part-time internship at the Allegany Arts Council for spring 2020.

1d. Involve students in the development and execution of collaborative partnerships on campus and in the community.

- In the past, Visual Arts students and faculty regularly collaborated with the Center for Literary Arts and other campus and community organizations. We look forward to returning to these after the pandemic.
-

1e. Examine goals, outcomes, and assessments of Visual Art's GEP courses through involvement in the General Education Program Review Committee.

- The department is represented on the GEPRC and looks forward to joining in the assessment of our ART 100 and ART 110 courses in the future. We have kept the learning objectives provided in the University's recent efforts to streamline and clarify GEP learning outcomes.

1f. Develop successful assessment strategies within the department geared toward the renewal and enhancement of Visual Art's curriculum.

- The department's Curriculum Committee took an active role in enhancing our curriculum this year by developing a plan to reintegrate art education back into the visual art curriculum in spring 2019. However, with changes to the education program in the 2019-2020 catalog, we will need to reassess the feasibility of our plan.

2 Collaborate with other departments and programs across the university and with community organizations in partnerships that improve student learning and faculty professional development and service.

2a. Collaborate with other departments and programs to develop interdisciplinary creative programming and events.

- Students and faculty began work on an exhibition of Ricky Arnold's space photography for the Roper Gallery, but the exhibition was canceled due to pandemic restrictions. Dustin Davis worked with Kara Rogers Thomas to bring World Artists Experiences to campus.

2b. Enhance and develop relationships with cultural stakeholders in the community in order to increase public exposure and opportunities for students and faculty.

- We produced one student faculty exhibition at the Saville Gallery and helped one student procure an internship at the Allegany Arts Council. Dr. English gave a community-oriented lecture on American Painting of the Victorian Era at the Gordon-Roberts House in Cumberland. We inaugurated an internship with the Allegany Arts Council. Dustin Davis and Robert Hein are active with the Saville Gallery. Dustin Davis worked with a local art collector on donating a sizable collection of art to FSU. Much of our usual community engagement has been curtailed due to pandemic restrictions.

2c. Continue to develop alumni relations through lectures, exhibitions, and other programming.

- In the past, the department has been strong in bringing alumni in for studio demonstrations, exhibitions, and career day discussions. Faculty efforts seem to have been focused elsewhere this year, but we hope to increase involvement of alumni once again in the coming years. We may want to highlight this in our future strategic planning.
- We did not create these opportunities in 2019-20 but hope to reengage in this area once it is safe to do so.

3 Recruit and retain creative and engaged students.

3a. Develop outreach programs within the department that will highlight opportunities for study in the Visual Arts to students in the region.

- This action priority is ongoing. The department offers scholarships to deserving high school students who participate in the Allegany Public Schools art exhibition at the Saville Gallery. We are also developing an Open House program, in which we would like to invite regional high school students to an evening of open studios and less formal interaction with faculty and students in our program. Given FSU's location in relation to Maryland's population centers, regional outreach has proved challenging. It is difficult for faculty to attend portfolio nights at locations in the eastern part of the state, since these often necessitate hotel stays and canceled classes. We need to find ways to attract students earlier and hold their attention. A number of virtual presentations and portfolio nights have been announced by regional community colleges for 2020 and we plan to participate.
- The department has explored virtual open houses at a variety of 2-year colleges and high schools and plans to participate in some the 2020-21 academic year.
- Professor Odone and Dr. English wrote welcome letters to 42 prospective students, eight of whom enrolled at Frostburg as Art and Design majors.
- Dr. English met with two prospective students and their families on informal campus visits. They were both juniors in high school.

3b. Assess efficacy of GEP and Tech Fluency courses with regard to recruiting new majors and minors.

- Faculty were encouraged in department meetings and via email discussions to discuss program offerings of the Visual Arts Department in their ART 100, 110, 111, and 207 courses. We have had three discussions during faculty meetings about the importance of Art Appreciation curriculum in our internal recruitment. Faculty have been tasked with developing engaging and contemporary course work that highlights the possible relevance of art and visual thinking to students' lived experience. Results of this outreach have not been assessed.

3c. Encourage students to join and participate in arts-related groups on campus.

- Students in Visual Arts have decided to phase out Kappa Pi in favor of a student art club separate from Greek life. The department supports this decision and will continue encourage students to engage in outreach to their artist peers and to the campus community beyond. Dustin Davis and Harlowe Hodges served as faculty advisors to the new student group.

3d. Enhance existing and develop new opportunities for students to participate in the Undergraduate Research Symposium and other college- and campus-wide collaborative programming.

- Judy Dieruf has been instrumental in bringing the visual arts to the Undergraduate Research Symposium through displays and presentations in the past. We hope she continues with these admirable efforts in the future.

3e. Continue to engage students with experiential and high impact learning opportunities, including internships.

- The department needs to develop a more coherent and focused strategy for developing internship relationships in the region, particularly in the field of graphic design. Internal efforts to create high-impact practices continue to be strong.

4 Develop human and physical resources in keeping with the mission of the Visual Arts Department.

4a. Request a new PIN position in Graphic Design.

- The position request was submitted but not approved. Data points requested by University administration point to the need for a new FTTT position in graphic design and we will continue to request one. We foresee a number of retirements in other areas in the coming years, which may require a shift in our hiring strategy.
- With the upcoming retirement of Professor Davis, we will focus on successfully procuring a replacement for him in summer 2020.

4b. Press for necessary maintenance and repairs to the Fine Arts building.

- The Fine Arts building required asbestos and mold abatement. Problems persist with leaky windows and substandard HVAC units. The building's lobby was partially renovated, and improved LED lighting and new carpeting were installed in the Roper Gallery. We look forward to the administration following through on bringing the Fine Arts Building up to current standards.

4c. Update audio-visual equipment in Fine Arts classrooms as needed.

- This is an ongoing concern, given the incongruity between our departmental budget and the ever-increasing costs of equipment and technology. The department was able to replace one electric kiln in ceramics, and a lathe and power saw in the sculpture area, but such replacements can only happen on a piecemeal basis.

4d. Continue to upgrade and refurbish classrooms in Fine Arts as needed.

- With the retirement of Dustin Davis, we will be assessing the needs of our sculpture and 3-D areas, which will likely need focused resources and attention to be brought to standards of current creative practices and safety.

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 Visual Arts Department has been particularly strong in developing high-impact practices and creative collaborations with other stakeholders on campus and in the wider community. In this respect, our revamped strategic plan and mission statement have been helpful. In the coming year, much of our focus has shifted to the challenges of offering engaging and successful studio art courses virtually. In this respect, our goals and opportunities have necessarily shifted to a more microcosmic level. Resources of a financial nature were frozen for most of the spring 2020 semester, so we were unable to reallocate or redistribute financial resources. Human resources were shifted to focusing on providing engaging and successful courses virtually. Several meetings were held, and faculty focused time on developing their courses.

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

Elements of the plan were discussed at each faculty meeting of the year after it was approved by faculty. Reports and assessment have been shared with faculty via email and at our monthly faculty meetings. Input and suggestions were encouraged. Much of our focus in the spring and

fall 2020 shifted to the challenges of maintaining a successful art department in the midst of the pandemic.

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Visual Arts

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

College of Business, Engineering, Computational & Mathematical Sciences

2020 College of Business Annual Report

Specify your Division/Department Goals Priorities.:

- GOAL 1: Create and deliver superior academic programs that prepare students for professional success.
Supports FSU Strategic Goals: IA, iB, IC, IIB, IIIB, IVB and Action Items: 1, 2, 3, 8
- GOAL 2: Attract, develop, retain, and place a diverse population of students.
Supports FSU Strategic Goals: IVA, IVB and Action Items: 9, 10
- GOAL 3: Recruit, develop, and retain a qualified diverse faculty and staff.
Supports FSU Strategic Goals: IVD and Action Item: 12
- GOAL 4: Facilitate intellectual collaboration with academic, business, and governmental communities.
Supports FSU Strategic Goals: IIIA and Action Item: 7

Start:

7/1/2019

Providing Department:

College of Business, Engineering, Computational & Mathematical Sciences

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Note: The complete 2020 College of Business Annual Report is attached below.

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

Note: The complete 2020 College of Business Annual Report is attached below.

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

Note: The complete 2020 College of Business Annual Report is attached below.

What were the results?:

Note: The complete 2020 College of Business Annual Report is attached below.

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?:

Note: The complete 2020 College of Business Annual Report is attached below.

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

Note: The complete 2020 College of Business Annual Report is attached below.

Evidence, artifacts, and or back up documentation:

Attached Files

[CoB Fall-2019-newsletter.pdf](#)

[CoB-Newsletter-Spring-and-Fall-20202.pdf](#)

[Full Aol Report AY 2015-16 -- AY 2019-20- FINAL.pdf](#)

[2020 College of Business Annual Report for CA.docx](#)

Accounting

2020 Accounting Annual Report Item

Specify your Division/Department Goals Priorities.:

GOAL 1: Create and deliver superior academic programs that prepare students for professional success.

Supports FSU Strategic Goals: IA, iB, IC, IIB, IIIB, IVB and Action Items: 1, 2, 3, 8

GOAL 2: Attract, develop, retain, and place a diverse population of students.

Supports FSU Strategic Goals: IVA, IVB and Action Items: 9, 10

GOAL 3: Recruit, develop, and retain a qualified diverse faculty and staff.

Supports FSU Strategic Goals: IVD and Action Item: 12

GOAL 4: Facilitate intellectual collaboration with academic, business, and governmental communities.

Supports FSU Strategic Goals: IIIA and Action Item: 7

Note: These are College goals. Departments do not all have the resources or opportunities to engage in activities to support them all in every period.

Start:

7/1/2019

Providing Department:

Accounting

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Goal 1 A: Deliver programs and institute partnerships to enrich the College of Business curriculum.

Goal 1 B: Utilize strategies that advance experiential education and engage students in co-

curricular activities.

- Goal 1 C: Engage local businesses, community partners, and CoB Advisory Board members with faculty and students.
- Goal 2 A: Attract a diverse population of students that includes traditional undergraduate, first-generation College students, international students, and working adults to College of Business programs.
- Goal 4 B: Provide faculty-consulting services to local and regional organizations

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

- Goal 1 A: number of students certified. SCHs
- Goal 1 B: number of employers served, number of students participating, SCHs generated, number of events held, number of members
- Goal 1 C: number of students enrolled, number of jobs, number of presentations, events, and people involved
- Goal 2 A: headcounts and number of faculty involved
- Goal 4 B: number of events and students participating

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

- Goal 1 A: Assess current programs and introduce new offerings in emerging fields. Review of ACCT discipline. Establish at least one new relationship with international education partners and nurture existing ones.
- Goal 1 B: Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, and the like. Promote and encourage students to engage in professional student organizations.
- Goal 1 C: Foster class projects involving local businesses and/or board members that service

community needs. Enlist board members, alumni, and distinguished business leaders to serve as guest speakers in targeted classes.

Goal 2 A: Create an annual, half-day event catered to high-potential regional high school students

Goal 4 B: Host skills-/organizational-development workshops to meet community needs in College, University, and external settings.

What were the results?:

Goal 1 A: 2 courses added to curriculum; certification activities delayed due to COVID; recorded 354 SCHs from China partners in summer of 2019

Goal 1 B: 20 businesses served, 99 SCHs of internships during AY, event activity delayed due to COVID

Goal 1 C: 96 SCHs of tax prep applied learning; guest speaker events delayed due to COVID

Goal 2 A: 2 faculty involved in presentation with 55 Garrett County HS students

Goal 4 B: 2 financial literacy events; 32 participants

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?:

Many delays in involvement and service based on COVID. Continued review of ACCT courses and programs. Continued international programs but some modality decisions to be based on COVID situation. Faculty teaching in China during summer paid out of funds received. No resource cost or reallocation for other service components.

Goal 1 B: Applied experiential learning opportunities still high list serving local businesses and students. Planned events will be determined by COVID situation. No resource cost or reallocation for service components.

- Goal 1 C: Applied learning continues as an imperative. Events to be determined by COVID situation. No resource cost or reallocation for service components.
- Goal 2 A: Future events to be determined by COVID situation. No resource cost or reallocation for service components.
- Goal 4 B: Future events to be determined by COVID situation. No resource cost or reallocation for service components.

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

Internal communication to the Dean's Office. Service components on SREDs. Some items worthy of College newsletters. Enrollment data captured in PAWS and Helio Campus.

Evidence, artifacts, and or back up documentation:

**Computer Science and Information Technology
New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:**

Start:

7/1/2019

Providing Department:

Computer Science and Information Technology

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

**New Departmental Annual Report Item for 2019-2020
Specify your Division/Department Goals Priorities.:**

1. Do a Curriculum Review to make sure it is aligned with ACM/ABET and industry every 2 years. (This is a recurring, and ongoing effort.) (Linked with CLAS Goal 1 and University Strategic Plan Goals 1 and 2).

2. Provide faculty training and professional development. (Linked with CLAS Goal 4 and University Strategic Plan Goal 4).
3. Create an advisory board for each major. (Linked with CLAS Goal 1 and University Strategic Plan Goals 1 and 2).
4. Develop Online Masters in Security. (Linked with CLAS Goal 3 and University Strategic Plan Goal 4).

Start:

7/1/2019

Providing Department:

Computer Science and Information Technology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1a. The department curriculum committee will review the ACM and ABET curricula standards.
1b. The department curriculum committee will report to the department any changes from ACM and ABET that have occurred.

1c. The department will review and implement any changes to bring departmental curricula into alignment with ACM and ABET.

2a. Encourage faculty to attend professional training or academic conferences.

2b. Do after-conference presentations for the department.

3a. Reach out to industry and other academics for information on future academic and career opportunities.

3b. Choose (invite) content experts from the enterprise for each of our majors to serve on an advisory board.

3c. Establish a biannually meeting with the advisory board.

4a. Continue to stabilize the department workload with additional human resources - request PIN positions.

4b. Ask the content experts in the department to continue to review the prospect of developing an MS in Security.

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

1a. Number of hours and meetings reviewing the standards. The five-member curriculum team spent two meetings, one hour each) reviewing the ACM/BET standards. (plus individual time not reported)

1b. Number of meetings where the results were reported The curriculum committee reported their finding at one department meeting.

1c. Number of changes that the department would have to implement. There were zero changes to implement.

2a. Number of individuals attending conferences and the number of conferences attended. Thirteen individuals went to five different conferences. Six faculty and four graduate assistants attend professional development at Tech at the Gap. Two faculty and nine students attended the CCSC-E conference. One faculty attended the Electronic Imaging 2020 conference. One individual attended Seminar for Department Chairs

2b. Numbers of presentations and the amount of time presenting. There was a 20-30 minute group discussion about the Tech at the Gap conference. There was a 15-minute presentation for the CCSC-E conference. There will be a presentation on the Electronic Imaging 2020 conference (this was delayed due to COVID).

3a. Numbers of individuals contacted and the amount of information gained. Ten individuals from industry and academia were invited to be on the department's new advisory board. All accepted and provided information on careers.

3b. Numbers of individuals who accepted the offer to be on the board. The same 10 individuals will serve as content experts.

3c. Numbers of advisory board meetings held. Due to COVID, the new advisory board has not met. (We plan on meeting virtually this fall as there is no end in sight for the pandemic)

4a. Numbers of hires. The department hired two FTTT professors. There are zero full course unit overloads starting Fall 2020.

4b. Numbers of meetings held to discuss the new graduate program. Content experts in the department met two times to discuss a new MS in Cybersecurity.

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

N/A

What were the results?:

1.a. b., and c. The department curriculum committee reviewed the ACM and ABET curriculum/standards and determined that there were no changes to the curriculum. This is an ongoing process. They reported no changes to the department. No changes were made in the departmental curricula. In the future, the curricula will be reviewed each year, and changes made accordingly.

2a. and b. Several faculty members attended Tech at the Gap held on October 10, 2019. During the November 4th department meeting, there was an open discussion about the conference.

2a. and b. Several faculty members and three programming teams attended the CCSC-Eastern conference held on October 25-26, 2019. Steve Kennedy and Michael Flinn talked about their favorite session at the conference during the November 4th, 2019 meeting. One of the programming teams won third place.

3a. The following information was gathered: information regarding career paths students can take, curricular information that will be helpful to the department in making changes, etc.

3.b. The following individuals were contacted on February 28, 2020, and asked to be apart of a newly constituted advisor board. They will serve as external content experts.

Elizabeth Thomas Tanner, Director of Information Technology for Allegany County

Jim House, ACM

Rich Lewis, GC

Matthew Growden, CIO First United

Greg Sites, UPMC

Jonathan Hutcherson, Exclamation Labs, Owner

Les Broadwater, Northrop Grumman Corporation

David McCann, IBM - Operations

Cecelia Scartiger, IBM - security

3c. NOTE: Due to a global pandemic (COVID19) and the campus moving to mandatory telework, the first advisory board meeting did not happen. This is an important and, ongoing, effort that will continue through the 2020-2021 academic year.

4a. The department hired two new FTTT professors in the department, Dr. Olumida Kayode and Dr. Zhijiang Chen. Dr. Kayode is teaching undergraduate and graduate computer science courses and developing two new courses in data science. Dr. Chen is teaching undergraduate courses, primarily in the SCIA program. The department has a stable workload. For the first time in over a decade, there are no overloads beyond 1-2 credits for the Fall 2020 schedule, and none planned for the future semester. However, without additional resources, we will not be able to support new programs without additional faculty.

4b. The graduate faculty did and will continue to discuss the prospect of an MS in Cybersecurity. Included in the conversations were Dr. W. Xu. and Dr. G. Xu and others to determine the feasibility of a new program.

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. There are several areas the department will continue to focus on for FY 2021.

1. We continue to review and revise our curriculum following ABET and ACM curricula.
2. Continue to look at the prospect of cybersecurity
3. We have reached out to the prospective board members and are scheduling our first meeting-(virtually, of course). We will seek feedback from the board to fill knowledge gaps with new members.
4. The department has started a program to mentor new faculty. FY 21 includes the two new members of the department (Kayode and Chen) and second-year FTNTT (R. Flinn and Mian Qian)

2. As a result of the two new faculty members, four new offices were built to accommodate the expansion of professor count. In addition, human resources were used to ensure that the new faculty were prepared for the start of the academic year. Finally, numerous hours were collectively reallocated to the additional meetings for reviewing the curriculum, creating an external board, and researching a new security program. There are no plans for any resources to be reallocated or redistributed for the AY 21.

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

During the department meeting, the strategic plan is discussed and revised. There was a planning session for the 2020-2021 AY strategic plan. In addition, the department is sent email

communications to ensure we close the loop with communications. The results are also discussed with the Dean of CLAS.

Evidence, artifacts, and or back up documentation:

Economics

2020 Economics Department Annual Report

Specify your Division/Department Goals Priorities.:

GOAL 1: Create and deliver superior academic programs that prepare students for professional success.

Supports FSU Strategic Goals: IA, iB, IC, IIB, IIIB, IVB and Action Items: 1, 2, 3, 8

GOAL 2: Attract, develop, retain, and place a diverse population of students.

Supports FSU Strategic Goals: IVA, IVB and Action Items: 9, 10

GOAL 3: Recruit, develop, and retain a qualified diverse faculty and staff.

Supports FSU Strategic Goals: IVD and Action Item: 12

GOAL 4: Facilitate intellectual collaboration with academic, business, and governmental communities.

Supports FSU Strategic Goals: IIIA and Action Item: 7

Note: These are College goals. Departments do not all have the resources or opportunities to engage in activities to support them all in every period.

Start:

7/1/2019

Providing Department:

Economics

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Goal 1A.3: Implement and assess the collaborative

program with Hunan University

of Technology and Business (HUTB), China.

Goal 1B.1: Solicit opportunities for internships,

externships, field visits,

job-shadowing experiences, case studies, business plan development, and the like

and examine methods to support them.

Goal 1D.1: Continue to implement assessment of

students' proficiency in the College curriculum.

Goal 3A.2: Ensure the faculty evaluation, renewal,

tenure/promotion, and

sabbatical processes are fair and effective.

Goal 3C.1: Ensure that 100% of online faculty

successfully transition to and use

LMS (Canvas) in their classes.

Goal 3C.2: Ensure that, at least, 50% of faculty

teaching face-to-face courses

successfully transition to and use LMS (Canvas).

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

Goal 1A.3: Mean score on HUTB Assessment Exam.

Goal 1B.1: Quality of student's applied projects

Goal 1D.1: Student scores on ECON "Majors Exam."

3A.2: Faculty completion of Self-Reporting Evaluation Document; and review by Department Evaluation Committee.

3C.1 and 2: Number of faculty using Canvas LMS in all classes: in-person, hybrid and fully online.

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

Goal 1A.3: The department developed an exam--based on one used for FSU ECON majors--consisting of 25 questions covering the core courses (ECON 300, 351, 352 and 460.) It was administered in June 2020 to 84 soon-to-graduate students in the first cohort.

Goal 1B.1: Students in ECON 408, Urban and Regional Economics, collect and analyze economic data, using sophisticated statistical methods, from their home counties to draw conclusions about the local economic base. In ECON 491, Seminar in Economics, students collect economic data relevant to an economic issue, question or topic and analyze them statistically. In both courses, students prepare formal research papers and present findings to faculty and peers.

Goal 1D.1: In the Spring of 2021, in Econ 491, the Majors Exam was administered.

Goal 3A.2: The department had planned to review and revise the Teaching section of the SRED (following substantive improvements made to the Service and Professional Development sections) in order to make it more specific and objective. As a result of the university's closing in Spring 2020, however, this review was not undertaken. This still needs to take place. It has been delayed due to COVID.

Goals 3C.1 and 3C.2: The chair ascertained that all faculty members use the Canvas LMS in their courses--whether in-person, hybrid or online.

What were the results?:

Goal 1A3: The department developed an assessment exam consisting of 25 questions covering the core courses required of all ECON majors (ECON 300, 351, 352, 460)

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?:

Goal 1A.3: Of necessity, the HUTB Assessment Exam was developed quickly. The department plans to refine and improve this exam for administration in subsequent years.

Goal 1B.1: The applied projects undertaken by ECON students in courses like ECON 408 and 491 have been valuable, for example, in supporting students employment and graduate school applications. We will work to enhance the value added by these methods of experiential learning.

Goal 1D.1: The department had planned a complete review and possible revision of the Majors Exam and will undertake this effort prior to administering this exam in Spring 2021. In addition, we are in the process of compiling data for prior years when the exam was given in order to establish benchmarks, document improvement and enhance instruction, where needed.

Goal 3A.2: The department will, as planned, review and revise the Teaching section of the SRED.

There were no shifting of resources and none are planned for the future in these ongoing goals.

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

The key items for action in the coming year, in the view of the current chair, are: review and revision of the majors exam; and review of the Teaching section of the SRED. These concerns have been discussed with the faculty member who will be taking over as department chair in Fall 2021.

Evidence, artifacts, and or back up documentation:

Engineering

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Engineering

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item for 2019-2020

Specify your Division/Department Goals Priorities.:

1. Recruit and retain diverse and talented faculty and staff (links to CLAS Goal 4 and University Goal 4).
2. Develop strategies to improve recruitment and retention of high quality students (links to CLAS Goal 5 and University Goal 4).

3. Provide engaging experiences that challenge our students to excel (links to CLAS Goal 1 and University Goals 1 and 2).
4. Enhance professional development and service outreach (links to CLAS goal 4 and University Goal 4) .

Start:

7/1/2019

Providing Department:

Engineering

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Complete successful PIN conversion of a physics faculty member.
- 1b. Revise the departmental faculty evaluation guidelines, with greater emphasis placed on activities that support the department mission and strategic goals.
- 1c. Complete successful sabbatical proposal application of one faculty member.
- 1d. Complete one successful external grant funding application.
- 2a. Propose and implement curricular changes to raise standards throughout the curriculum.
- 2b. Improve department recruiting efforts, focusing on increasing visibility of programs in western Maryland and throughout the state.
- 2c. Revise policies and procedures for student projects.
- 3a. Improve academic advising within the department.
- 3b. Expand applied research opportunities for students, particularly in the area of sustainable energy.
- 4a. Support faculty, staff, and students in attending 5 professional conferences.

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

1a. Complete successful PIN conversion of a physics faculty member.

Measure: The FTNTT faculty member is converted to PIN position or is awarded a multi-year renewal.

1b. Revise the departmental faculty evaluation guidelines, with greater emphasis placed on activities that support the department mission and strategic goals.

Measure: Changes are made to the DEC guidelines.

1c. Complete successful sabbatical proposal application of one faculty member.

Measure: Faculty member is awarded sabbatical for the following academic year.

1d. Complete one successful external grant funding application.

Measure: Faculty member is awarded external funding for research. Effectiveness of the grant work can be measured via the grant work producing scholarly publications, supporting community outreach, and/or enhancing lab/lecture materials in courses.

2a. Propose and implement curricular changes to raise standards throughout the curriculum.

Measure: Student performance on course-level evaluations and program-level assessments increase.

2b. Improve department recruiting efforts, focusing on increasing visibility of programs in western Maryland and throughout the state.

Measure: hiring a part time staff to help improving recruiting. Updates on department website include student stories engaged in experiential learning that is attractive to prospective students.

2c. Revise policies and procedures for student projects.

Measure: Capstone committee reviews outcomes of projects from previous year and proposes updates for project safety and processes. Chair, capstone instructors, and project supervisors implement changes at the department and course level. Projects are completed on time and on budget.

3a. Improve academic advising within the department.

Measure: The number of students enrolling before the end of the early registration period increases. The number of course substitutions and special course offerings (e.g. special topics or projects) is reduced.

3b. Expand applied research opportunities for students, particularly in the area of sustainable energy.

Measure: Number of new opportunities - no appropriate measure can be determined, the priority may need revised or removed.

4a. Support faculty, staff, and students in attending 5 professional conferences.

Measure: amount of money spent and number of faculty attending 5 professional conferences - The department will need to discuss this action priority to determine how to assess its effectiveness. If no appropriate measure can be determined, the priority may need revised or removed.

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

NA

What were the results?:

1a. Complete successful PIN conversion of a physics faculty member.

The PIN conversion for Dr. John Lynch was unsuccessful. However, the chair and dean agreed to 2-year renewal for Dr. Lynch, which extends his work through FY2021.

1b. Revise the departmental faculty evaluation guidelines, with greater emphasis placed on activities that support the department mission and strategic goals.

No substantial revision to the guidelines took place.

1c. Complete successful sabbatical proposal application of one faculty member.

Dr. Deng-Luzader was awarded a 1-year sabbatical to work in China during AY 2019-2020. Dr. Gregory Latta was awarded a 6month sabbatical to work in FSU during AY 2020-2021.

1d. Complete one successful external grant funding application.

Dr. Jamil Abdo successfully secured MIPS grant for his research during AY 2019-2020.

2a. Propose and implement curricular changes to raise standards throughout the curriculum.

Dr. Abdo instituted stronger standards in ME courses, specifically ENME 371, ENME 400, and ENME 472. Efforts in those and other engineering courses will be ongoing.

2b. Improve department recruiting efforts, focusing on increasing visibility of programs in western Maryland and throughout the state.

A part time person was hired on FSU grant to help improving recruiting. A number of marketing efforts took place in the department. More content highlight points of pride in the department were posted on the updated website. University website stories and videos were also done to highlight student projects and activities. Student groups worked with local robotics groups and on other outreach efforts both on and off campus.

2c. Revise policies and procedure for student projects.

The department installed a new Capstone Committee during the Fall 2019 and Spring 2020 to address policies and procedures for student projects.

3a. Improve academic advising within the department.

Many students were moved to new advisors who are more related to their specializations. This action is under revision by the department.

3b. Expand applied research opportunities for students, particularly in the area of sustainable energy.

One ME student conducted research with Dr. Abdo during Summer 2020. In addition, students conducted a wider range of applied research projects as part of their capstone design courses in electrical, materials, and mechanical engineering.

4b. Support faculty, staff, and students in attending 5 professional conferences.

Dr. Jamil Abdo, Dr. Zhen Liu, materials engineering students, and ME students traveled to professional conferences during AY 2019-2020.

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. Classrooms and Labs: The well organized classrooms and Labs in the department made it possible to teach in blended format in Fall 2020. No problems encountered. Rotation of students and simulation labs were successful.

Projects: The results have further solidified project practices and procedures in the department. The lessons learned from 2019-2020 guided revisions and formation of the capstone committee is intended to emphasize a culture of safety in the department, while also solidifying policies and practices that will translate to higher quality projects and student outcomes.

Student workers: The student worker support in the AML has continued department-wide conversation concerning more deliberate training and direction of students in supporting courses. This conversation is ongoing and has allowed the department to lay the foundation for a similar model in the CSC 235 stock room, which can serve physics and Engineering courses in that part

of the building. It also has the potential to become a space for student to work together on courses and build a sense of community.

Equipment: Along with fabrication options in the AML and Machine Shop, students will also add the subtractive manufacturing capabilities of the CNC to the list of fabrication options when completing projects, especially in ENME 410 and ENME 472, the respective capstone courses for materials and mechanical engineering.

2. There was reallocation of human resources to accomplish goals. A new capstone committee was formed. Also, more emphasis was placed on advising. Finances (grant monies) were used to hire a part-time person to help with recruiting. Support for faculty and students to attend conferences was provided.

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

The plan and results are conveyed to the department via email and meeting minutes.

Evidence, artifacts, and or back up documentation:

Management

Management 2020 Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

GOAL 1: Create and deliver superior academic programs that prepare students for professional success.

Supports FSU Strategic Goals: IA, iB, IC, IIB, IIIB, IVB and Action Items: 1, 2, 3, 8

GOAL 2: Attract, develop, retain, and place a diverse population of students.

Supports FSU Strategic Goals: IVA, IVB and Action Items: 9, 10

GOAL 3: Recruit, develop, and retain a qualified diverse faculty and staff.

Supports FSU Strategic Goals: IVD and Action Item: 12

GOAL 4: Facilitate intellectual collaboration with academic, business, and governmental communities.

Supports FSU Strategic Goals: IIIA and Action Item: 7

Note: These are College goals. Departments do not all have the resources or opportunities to engage in activities to support them all in every period.

Start:

7/1/2019

Providing Department:

Management

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Goal 1a

#1 a) Assess current programs and introduce new offerings in emerging fields- development of

post-secondary certificate program

for working professionals

b) Seek internship opportunities for students

c) Creation of Human Resources minor

d) Creation of MBA Concentrations: Data Analytics and Health Care Management

e) Added a new MGMT 490 Special Topics class

#2 Assess the delivery of the 7-week model in MBA program

Goal 1a #4. Establish at least one new relationship with international education partners and

nurture existing ones.

a) application for a Fulbright Grant to teach at Corvinus University of Budapest's Institute of

Management, Budapest, Hungary.

b) during intersession and summer, faculty continue to teach at

Duale Hochschule Baden-Württemberg Mosbach - Campus Bad Mergentheim Germany-

Goal 1 b #1. Solicit opportunities for internships, externships, field visits, job-shadowing

experiences, case studies, business plan development, and the like and examine methods to support

them- **Internships**

Goal 1 b #5. Promote and encourage students to engage in professional student organizations.

Goal 1 c#2. Foster class projects involving local businesses and/or board members that service

community needs.

Goal 2 a # 3. Invite existing CoB students and recent alumni to participate in Open House

presentations with Department Chairs.

Goal 2 a #7. Create endowed funds

Goal 2 b #3. Examine and revise, as appropriate, academic programming, advising support,

course scheduling, and delivery modalities that are mindful of the distinct educational needs of

first-generation, minority, working adult/non-traditional student population.

Goal 3b #2. Maintain and support a robust faculty onboarding and mentoring program.

Goal 3 c #2 Ensure that, at least, 50% of faculty teaching face-to-face courses successfully transition

to and use LMS (Canvas).

Goal 3 d #1 Recognize faculty and staff achievements in the areas of teaching, research, service, and

mentoring.

Goal 3 d #2. Annual Honors Ceremony

Goal 4 b #1. Host skills-/organizational-development workshops to meet community needs in College, University, and external settings.

Goal 4b #2. Support and showcase faculty consulting services to organizations at local, regional,

and national levels.

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

Goal 1a #1 a). Approval through faculty governance for four certificate programs:

Small Business, Manufacturing leadership, Retail Management, Non-Profit Management

b) Publication of USMH monthly newsletter to seek internship opportunities c) Approval through faculty governance for a HR minor

d) Approval through Faculty Governance and MHEC for two MBA concentration

e). The number of students who passed a Special Topics class-Sex and Workplace Relationships

Goal 1a #2 survey and measure learning outcomes of MBA students

Goal 1a #4. a) Approval or denial of the Fulbright.

b) Count of the number of management faculty who were extended contracts at Duale Hochschule Baden-Württemberg Mosbach

- Campus Bad Mergentheim Germany-

Goal 1b #1) Count of the number of contacts made by faculty b) count of students that participated in Pop-Up Incubator program

Goal 1 b #5. Count of the number of students in professional organizations

Goal 1 c#2. Count of the number of student projects and student hours used in community projects

Goal 1 c #5. Count the number of Board members and number of management classes visited in Fall 19

Goal 2 a #3 Count the number of Management faculty who hosted an information table during every open house and the number of current students who support them

Goal 2 a #7. Count of new created endowed funds created during the time period

Goal 2 b #3. Count of new endowed funds created during the time period

Goal 3 b #1. Verify that new faculty have a mentor

Goal 3b #2. Count of the number of new faculty and new mentors.

Goal 3 c #2 Count of the number of faculty who have successfully transitioned to Canvas

Goal 3 d #1:

a) Count of the number of faculty who applied for tenure, promotion, and sabbatical

b) Count of significant awards for faculty

c) Count of number of faculty inducted into Beta Gamma

Sigma

Goal 3 d #2 Count of the number of Management faculty who attended

Goal 4 b #1 Count of the number of students in attendance

Goal 4 b #2 Count of the number of major consulting customers.

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

Goal 1a #1 a). Approval or denial of certificate programs b) was the newsletter published as planned?

b) Count of the number of monthly newsletters sent

c) Approval or denial of HR minor

d) Approval or denial of concentrations

e)- Count of the number of students who passed MGMT 490:

Goal 1a #2 Surveys to MBA students, Comparison of grades pre and post 7 week program

Goal 1a #4. Establish at least one new relationship with international education partners and

nurture existing ones.

a) approval or denial of Fulbright

b) number of contracts extended to Management faculty

Goal 1b #1 Count of the number of internships, b) count of the number of students who apply

Goal 1 b #5. Counting the number of students involved

Goal 1 c#1. Count of the number of students

Goal 1 c#2. a) Count the number of students in MGMT 356 Leadership and Human Behavior (Leadership in Action is 3 community service projects (2-5 hours per project per person) and

b) MGMT 405 Ethics which requires 5 "hours of goodness" doing community service.

c) Count of the number of community projects in MGMT 456 Compensation

Goal 1 c#5 - Count of the number of Board members and number of students reached

Goal 2 a #3 Count of # of Management faculty who participated, the # of CoB students who

participated and a count of the number of prospective students who spoke to either

Goal 2 a #7. FSU Foundation will notify department of a fund becoming endowed

Goal 2 b #3. Follow university guidelines and working with faculty to determine a proper mix of hybrid and online classes

Goal 3b #1. Dept chair will appoint mentors to new faculty members.

Goal 3 c #2 Count of the number of faculty who moved to canvas

Goal 3 d #1:

a) Faculty submitted documentation to the Department Tenure, Promotion and Sabbatical Committee

which made a recommendation to the Dean AND to the University Promotion Council

b) Notification by issuing body of significant faculty contribution

c) one faculty member inducted into BGS

Goal 3 d #2 Count of the number of Management Faculty who attended

Goal 4 b #1 Count of students attending Business Etiquette to high school

students at Leadership

Allegany Rising Jan 9, 2020

Goal 4 b #2 Count of contracts given to faculty to consult

What were the results?:

Goal 1 a #1 a)- Proposals approved at FSU level but not approved by MHEC in this time window.

b) Area business have notified USMH about opportunities

c) HR minor was approved by Faculty Senate

d) MBA concentrations were approved by faculty senate and MHEC enrollments in the program is growing.

Enrollments	Fall 19	Sp 20	Summer 20
MGMT 621	47	25	34
MGMT 622	13		8
MGMT 623	20		32
MGMT 624		13	
MGMT 625		14	
MGMT 631		19	3
MGMT 632		16	3
MGMT 634	9		
MGMT 635	12		

e)- Twenty-four students passed the MGMT 490 course.

Goal 1a #2 Students were overwhelmingly in favor of the 7 week model- No differences in the grades emerged

Goal 1a #4. Establish at least one new relationship with international education partners and

nurture existing ones. a) Faculty member was awarded Fulbright to teach at Corvinus University of

Budapest's Institute of Management, Budapest, Hungary during. b) six management faculty were to

travel to Germany but due to Covid, taught online to a variety of classes at

Duale Hochschule Baden-Württemberg Mosbach - Campus Bad Mergentheim, Germany

Goal 1c #1 Created the following committees to mentor the regional Children's Business Fair

applicants (part of a National Program, Action Academy)

Marketing/PR, sponsorship, prize, and training workshops

Goal 2 a #3 Seven management faculty attended, Twenty-eight students spoke with faculty .

Goal 2 a #7. A faculty member in this time period contributed \$10,000 to create an endowed fund

Goal 2 b #3. A variety of blended and online classes were offered as opposed to the traditional face to face classes

Goal 3b #1. Two new faculty members during the time period were onboarded successfully, given training and mentors.

Goal 3 c #2 While faculty were encouraged to adopt Canvas- when covid emerged in March 2020,

ALL faculty had to quickly convert to online using Canvas. Therefore the goal of 50% is now 100%

complete with all 14 members using Canvas

Goal 3 d #1:a) Two faculty applied and two were promoted to

Full Professor

One faculty member applied for a sabbatical and received it

b) Faculty member was the Winner of the Best Field Paper Award in the Management Consulting

Division of the 2020 Academy of Management Meetings (Vancouver; held on-line)

c) one faculty member inducted into Beta Gamma Sigma

Goal 3 d #2 Nine Management faculty attended

Goal 4 b #1 Over 30 students were in attendance

Goal 4 b #2 Faculty member conducted repeated and in-depth consulting at two Fortune 400

firms—Greenbrier industries (GBX) and Dominion Power (D). Services included strategic and

operational planning, executive coaching, safety leadership, and leadership development.

Faculty created and executed a Leadership Academy for Dauphin County, PA Corrections—one of

the largest prison complexes in Pennsylvania.

Faculty conducted workshops for Chamber of Commerce and Allegany Arts Council.

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?:

Goal 1 a #1a- If approved, enrollment increases should follow

Goal 1 a #1 b growing partnerships with USMH and the business community

Goal 1 a #1c- Creation of a minor in HR should be attractive to non-Business majors

Goal 1 a #1 d- creation of Data Analytics and Health Care Management concentrations have broadened our MBA and is attracting new customers

Goal 1 a #1 e- If enrollments are over 20 than class will go through governance to become a standard class offering

Goal 1 a #2 Students are able to complete a degree faster with more entry points

Goal 1a #4. a) professional development for the faculty member b)International impact, recruitment from Germany for students to continue at FSU.

No cost to the institution.

Goal 1 b #1 Continue to promote internships and seek additional places for students to gain experience, b) real world experiential learning of entrepreneurship

Goal 1 b #5. Students gained personal and professional development. Promote and encourage students to engage in professional student organizations.

Goal 1 c #1. Bridge academic learning of material to mentor real-world small business

entrepreneurs. Also, is great for recruitment of future business students.

Goal 1 c #2 a)b)c) Intrinsic satisfaction of helping others, encouraging proper citizenship behaviors.

Note: community service could not continue in sp 2020 due to covid restrictions

Goal1 c #5 Positive learning experience where the faculty lectures are reinforced, continue activity, no resources used. Board members were encouraged to return to campus

Goal 2 a#3 Positive reactions have reinforced the need of such attendance and faculty and students enjoyed meeting prospective students, continue activity, no resources used

Goal 2 a #7. Two recipients have benefitted from this endowed fund

Goal 2 b #3. Monitoring the virus, and preparation for blended and online for fall 20

Goal 3b #1. Two new faculty members have had their contracts renewed and are satisfied with their positions in the Management Department.

Goal 3 c #1 & 2 Since the emergence of Covid faculty are becoming more skilled at using canvas which will help them utilize this tool as time progresses

Goal 3 d #1: The two faculty members who earned tenure have more stability in their association with

FSU and hopefully will be

long term employees

Goal 3 d #2 Reinforced pride and collegiality, continue activity, no resources used

Goal 4 b #1 Provided needed skills and reflected positively on College of Business, continue activity,

no resources used

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

Summary of results sent to the Dean, and relayed to Management Faculty at Department meeting.

Evidence, artifacts, and or back up documentation:

Marketing and Finance

2020 Department of Marketing and Finance Annual Report

Specify your Division/Department Goals Priorities.:

GOAL 1: Create and deliver superior academic programs that prepare students for professional success.

Supports FSU Strategic Goals: IA, iB, IC, IIB, IIIB, IVB and Action Items: 1, 2, 3, 8

GOAL 2: Attract, develop, retain, and place a diverse population of students.

Supports FSU Strategic Goals: IVA, IVB and Action Items: 9, 10

GOAL 3: Recruit, develop, and retain a qualified diverse faculty and staff.

Supports FSU Strategic Goals: IVD and Action Item: 12

GOAL 4: Facilitate intellectual collaboration with academic, business, and governmental communities.

Supports FSU Strategic Goals: IIIA and Action Item: 7

Note: These are College goals. Departments do not all have the resources or opportunities to engage in activities to support them all in every period.

Start:

7/1/2019

Providing Department:

Marketing and Finance

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Goal 1-A, #1. Deliver programs/create new offerings: **a.** Worked with Dept. of Mgmt. on its new Retail Management post-secondary certificate program; and **b.** Worked with CMST to include several marketing courses in its proposed Social Media major.

Goal 1-A, #2. Implement the collaborative program (ECON major w/ FINA Minor) with Hunan University of Technology and Business (HUTB), China, specifically staff & teach all of the FINA courses in the program.

Goal 1-A, #3: Establish at least one new relationship with an international education partner. Developed a proposed course list for a 2+2 program with Henan Univ. of Economics & Law (HUEL) for two dept. programs (BUAD-FINA and BUAD-MKTG).

Goal 1-B, #1: Utilize strategies that advance experiential education. Specifically, encouraged dept. faculty to utilize field visits, job-shadowing, case studies, and classroom client-based projects. Dept. Chair solicited internship opportunities from regional businesses.

Goal 1-B, #2: Support sponsored PELEF-funded opportunities. Notified two dept. student organizations (FINA Club and MKTG Club) about PELEF funding and application process, Notified Dept. faculty of experiential PELEF funds available for classroom usage.

Goal 1-B, #3: Promote and encourage students to engage in dept.'s two professional student organizations (FINA Club and MKTG Club) through email message, meeting postings on Frampton Hall 3rd floor Clubs' bulletin board, and through classroom mentions.

Goal 1-C, #1: Engage local businesses/community partners, and CoB Advisory Board members with dept. faculty and students by fostering class projects involving local businesses and/or board members.

Goal 1-C, #2: Engage board members and alumni in Career Expo Program and similar networking and professional development opportunities for students.

Goal 1-C, #3: Enlist board members, alumni, and/or distinguished business leaders to serve as guest speakers in targeted classes.

Goal 2-A, #1: Create an annual, half-day event catered to high-potential regional high school students. Worked with CoB Chairs & CoB Board member to create 1/2-day event with the Garrett County 'FBLA' student organization (Future Business Leaders of America) on Nov 2019.

Goal 2-B, #1: Promote and encourage student participation in our two active dept. student organizations (FINA Club and MKTG Club) as means for student retention.

Goal 3-A, #1: Ensure faculty and staff recruitment and hiring processes are consistent with required University practices.

Goal 3-A, #2: Ensure the faculty evaluation, renewal, tenure/promotion, and sabbatical processes are fair and effective.

Goal 3-B, #1: Maintain a formal orientation and onboarding program for new faculty and staff.

Goal 3-B, #2: Maintain and support a robust faculty mentoring program by assigning a formal mentor within new faculty member's home department.

Goal 3-C, #1: Ensure that 100% of online dept. faculty successfully transition to and use LMS (Canvas) in their classes.

Goal 3-C, #2: Ensure that, at least, 50% of dept. faculty teaching face-to-face courses successfully transition to and use LMS (Canvas).

Goal 3-D, #1: Celebrate dept. faculty and staff achievement utilizing a variety of events and mechanisms to make them feel like valued members.

Goal 4-A, #1: Support dept. faculty intellectual collaboration and encourage interdisciplinary research, both within and outside the College, with discernible contribution from each discipline in the research product.

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

Goal 1-A, #1: a. number of dept. faculty involved in discussion and number of courses involved in Retail Mgmt. post-secondary certificate program; b. number of dept. faculty involved in discussion and number of courses involved in CMST proposed Social Media program

Goal 1-A, #2: number of finance courses taught at HUTB, number of finance faculty teaching at HUTB

Goal 1-A, #3: number of dept. programs proposed to Henan Univ. of Economics & Law (HUEL) proposed partnership 2+2 program, number of upper-level program courses included in proposal

Goal 1-B, #1: number of experiential projects in dept. courses, number of participating students, number of client businesses; number of dept. program Interns (MKTG and FINA)

Goal 1-B, #2: number of Pelef-funded dept. activities, number of students participating, number of faculty participating, number of participating organizations

Goal 1-B, #3: number of dept. student organizations by program, number of students members, number of faculty advisors

Goal 1-C, #1: number of experiential projects in dept. courses, number of participating students, number of participating businesses

Goal 1-C, #2: number of program alums participating in annual Career Expo CoB speaker panel, number of students attending, number of faculty attending

Goal 1-C, #3: number of alums, board members, and/or local business leaders as dept. classroom guest speakers

Goal 2-A, #1: number of events, number of organizations participating, number of faculty participating, number of participating students

Goal 2-B, #1: number of dept. program student organizations, number of student members, number of faculty advisors

Goal 3-A, #1: number of new dept. faculty and staff hires

Goal 3-A, #2: number of faculty renewals, tenure, promotions

Goal 3-B, #1: number of new faculty in Univ., CoB, and dept. Orientation programs, number onboarded by dept.

Goal 3-B, #2: number of new faculty (mentees) in dept. mentoring program, number of mentors

Goal 3-C, #1: number of *online* dept. faculty who transitioned to LMS, Canvas

Goal 3-C, #2: number of dept. faculty who transitioned to LMS, Canvas

Goal 3-D, #1: number of dept. faculty recognized, type of recognition, vehicle used to recognize

Goal 4-A, #1: number of dept. faculty collaborating on research with outside depts./programs (in-and-out of CoB, FSU)

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

Goal 1-A-1: proposed new programs' proposals assessed by vetting through dept. curriculum committee, CoB curriculum committee, and Univ. governance committees; new CoB programs assessed at CoB-level through AoL committee and embedded program activities

Goal 1-A-2: HUTB program assessed through CoB AoL Committee with results reported to CoB faculty at large and disseminated to course faculty. Individual HUTB courses contain embedded course-level assessment activities with rubric grading by course professor. Those results discussed among discipline faculty (FINA, ECON).

Goal 1-A-3: no assessments yet, at program proposal stage now (course mapping)

Goal 1-B-1: experiential classroom projects are assessed by course professor with use of rubrics and input from student teams and each client. Internships are assessed by faculty supervisor in coordination with internship site supervisor and informed by intern's self-assessment.

Goal 1-B-2: Pelef activities (historically, in our dept., are off-campus trips to businesses or collegiate conferences) are assessed by discussion between student participants and the faculty leader. Activities deemed worth repeating would be. Participants also share their Pelef activity experience in a formal way to other students and faculty (typically a formal power-point driven presentation to invited students & faculty).

Goal 1-B-3: Clubs' activities are assessed informally via discussion between faculty advisor and student members as lead by the student Club leaders.

Goal 1-C-1: experiential classroom projects are assessed by course professor with use of rubrics and input from student teams and each client. Students' projects are formally presented in-class to professor, classmates, and client.

Goal 1-C-2: Career Expo efficacy assessment is done through interview with a sampling of faculty & student participants. Format, speakers' knowledge and interaction, and facilities are informally assessed through this post-expo interview. Results are shared with CoB Chairs, Career Services, and the CoB administration.

Goal 1-C-3: Guest speakers' efficacy is assessed through interview with a sampling of student participants. Speakers' knowledge and interaction are discussed at post-speaker interview as facilitated by classroom professor. Results are shared with the department at a department meeting, the guest speaker, often with Career Services, and the CoB administration

Goal 2-A-1: Event is assessed via survey given to each student participant. Surveys collected and analyzed by a faculty lead-person on event with results shared among CoB Dept. Chairs, CoB Administration, and any participating organization's representative.

Goal 2-B-1: Clubs' activities are assessed informally via discussion between faculty advisor and student members as lead by the student Club leaders.

Goal 3-A-1: There is no formal assessment of faculty recruiting processes as search committees and Dept. Chairs follow Univ. protocols. Successful candidates are informally asked about their experience with the search process by Chairs and CoB Dean as part of their onboarding process.

Goal 3-A-2: Assessments (via vetting processes) are in place for renewals, tenure / promotion / and Sabbatical applications through dept. committees and Univ. committees. with written records of application recommendation results. Annual Evaluations are completed by faculty & staff then the dept. chair meets with each to provide feedback (in writing & via discussion). There are written records kept at dept.-level and College-level of all of these.

Goal 3-B-1: Via check-list completed by dept. chair (for each onboarding task) via OHR's onboarding platform. Informal discussions occur with new hire and Chair at various intervals in the onboarding process.

Goal 3-B-2: CoB departments follow the CoB formal Mentoring Policy and program. There is a goal-setting phase between mentor and mentee using a form that's completed then signed and recorded by the dept. chair and Dean. There is form to complete after first semester to track meeting of goals by mentee. This completed form is discussed between mentor, mentee, and chair. The form is shared with the Dean.

Goal 3-C-1: Chair requires new hires go through CIT online training program. All new hires (tenure track and adjunct) are 100% compliant. Once we moved to Canvas, the Chair required Canvas training at Univ.-level or through two colleagues who offered one-on-one training as

each was well-versed with Canvas. Chair checked with each dept. faculty member and ascertained that dept. was 100% compliant.

Goal 3-C-2: Chair requires new hires go through CIT online training program. All new hires (tenure track and adjunct) are 100% compliant. Once we moved to Canvas, the Chair required Canvas training at Univ.-level or through two colleagues who offered one-on-one training as each was well-versed with Canvas. Chair checked with all dept. faculty (teaching online, hybrid, or face-to-face) and ascertained that dept. was 100% compliant.

Goal 3-D-1: No dept. assessment done in this area.

Goal 4-A-1: No dept. assessment done in area. Intellectual contributions (research) are assessed by the peer-reviewed journal or conference.

What were the results?:

Goal 1-A-1: **a.** 4 MKTG faculty involved in discussion of Mgmt.'s Retail Mgmt. post-secondary certif. program, 1 dept. MKTG course proposed for program, Retail Mgmt. certif. prog. passed Univ. governance, currently at MHEC; **b.** 4 MKTG faculty involved in discussion with CMST on its Social Media program, 3 dept. MKTG courses proposed, CMST finalizing its proposal

Goal 1-A-2: 3 dept. finance faculty and 1 finance adjunct taught at HUTB in China (July 2019-June 2020), 7 courses taught at HUTB, approx. 460 HUTB students taught

Goal 1-A-3: proposed two dept. programs for 2+2 HUEL program (BUAD-FINA and BUAD-MKTG), proposed 16 upper-level courses for each program (16 for BUAD-FINA and 16 for BUAD-MKTG), specific courses listed by semester (Junior, Senior years) and submitted to HUEL for review, in review process

Goal 1-B-1: 2 MKTG courses with experiential projects: MKTG 363 (Fa'19: course not in rotation; Spr. 2020: 1 local client & 30 students); MKTG 469 (Fa'19: 3 local client businesses & 12 students; Spr. 2020: 2 local client businesses and 10 students); 2 MKTG internships at 2 different Maryland businesses in 2019-2020; 0 FINA internships (July 2019-June 2020); 7 businesses contacted about (MKTG, FINA) internship opportunities by dept. chair

Goal 1-B-2: MKTG Club awarded PELEF funds (\$3,500 in 2019); Club attended a collegiate Advertising conference in NYC, 22 student club members attended with 2 faculty advisors

Goal 1-B-3: 2 dept. student organizations: MKTG Club - 24 student members & 1 faculty advisor; FINA Club - 9 student members & 1 faculty advisor

Goal 1-C-1: 2 MKTG courses with client-based projects: MKTG 363 (Fa'19: course not in rotation, Spr. 2020: 1 local client & 30 students) ; MKTG 469 (Fa 2019: 3 local client businesses & 12 students; Spr. 2020: 2 local client businesses and 10 students)

Goal 1-C-2: 2 dept. prog. alums participated in Fa'19 October Career Expo CoB speaker panel & 92 students attended ; '20 Career Expo was impacted by COVID (no CoB panel)

Goal 1-C-3: Fa'19: FINA 370 - 3 CoB Bd. member alums as guest speakers with 58 students attending; Spr. 2020: FINA 370 - 2 Bd. member alums as classroom speakers and 30 students; 2019: MKTG 465 2 Bd. alums and 9 students

Goal 2-A-1: Our dept. chair (along with 3 others), 2 dept. faculty, participated in 1/2-day event of hosting Garrett County 'FBLA' students (Future Bus Leaders of America) on Nov 2019; 30 Garrett County high school students participated

Goal 2-B-1: 2 dept. student organizations: MKTG Club - 24 student members & 1 faculty advisor; FINA Club - 9 student members & 1 faculty advisor

Goal 3-A-1: following Univ. protocol, dept. search committee hired one new FINA faculty member from a competitive & diverse pool of over 60 candidates

Goal 3-A-2: 1 successful faculty renewal, 1 successful faculty promotion to Assoc. Professor, 1 successful Sabbatical proposal

Goal 3-B-1: 1 new faculty member hired & oriented at Univ.-level, CoB-level, and dept.-level by Chair, additionally, Chair followed OHR onboarding protocol

Goal 3-B-2: Dept. Chair paired the 1 new faculty member with a senior colleague in the department. They (mentor & mentee) followed the CoB Mentoring program protocol through new hire's first AY

Goal 3-C-1: 100% of *online* dept. faculty transitioned to LMS, Canvas; all utilized CIT Canvas training or one-to-one departmental training provided by two colleagues already well-versed in Canvas

Goal 3-C-2: 100% of *all* dept. faculty transitioned to LMS, Canvas; all utilized CIT Canvas training or one-to-one departmental training provided by two colleagues already well-versed with Canvas

Goal 3-D-1: 1 MKTG colleague recognized in CoB mtg., CoB newsletter, and dept. mtg. for receiving an 'Invited Visiting Professorship' through the Advertising Education Foundation, held in NYC in summer 2019

Goal 4-A-1: 1 MKTG colleagues collaborated on a published peer-reviewed journal (PRJ) article with a MGMT colleague; 1 MKTG colleague collaborated on a published PRJ with an ACCT colleague; 1 FINA colleague collaborated with a colleague at another USM institution on a working paper (to be finalized and sent to a PRJ)

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?:

NOTE: These activities ('impact' discussed here) are ongoing in the upcoming period

Goals:

1-A-1: pathways for increased enrollments in department courses

1-A-2: Faculty int'l travel, enhanced professional development opportunity, professional networking, SCHs for FINA

1-A-3: If proposal accepted by HUEL, enhanced enrollments in upper-level FINA and MKTG courses at FSU, SCHs for FINA and MKTG

1-B-1: experiential (real world) education/experience for students, networking with professionals, enhanced resume, potential career opportunities

1-B-2: experiential (real world) education/experience for students, career guidance and exposure

1-B-3: networking, leadership opportunities, event planning opportunities, teamwork, fundraising

1-C-1: experiential (real world) education/experience, networking with professionals, enhanced resume, building a portfolio of professional work, potential career opportunities, clients get output (Advertising plan or Marketing Plan)

1-C-2: students get to network w/professionals, career advice, internship and job opportunities

1-C-3: network with alums, career advice, new perspectives, expectations' addressed

2-A-1: H/S students interact with college faculty, H/S students on a college campus, advice on majors

2-B-1: networking, leadership opportunities, event planning opportunities, teamwork, fundraising

3-A-1: compliance with fed., state, USM recruiting & hiring policies, filling a faculty vacancy (aid in workload distribution), addition student advising/mentoring resource

3-A-2: compliance, felt sense of fairness in processes, transparency, dept. cohesion, benefit to morale

3-B-1: compliance, aids in retention of new hire, facilitates acclimation

3-B-2: compliance, aids in retention of new hire, facilitates acclimation, builds collegial bonds, strengthens dept. & College

3-C-1: compliance, consistency among faculty, consistency for students

3-C-2: compliance, consistency among faculty, consistency for students

3-D-1: aids in retention, morale booster, it's right to recognize hard work

4-A-1: enhanced collegiality, reduction of silos, sharing of knowledge, enhanced professional development output

Resources:

Other than adjunct salaries for the HUTB China partnership program, there are no required resources facilitated by the department.

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

The plan and results were conveyed to the dept. via discussion at a dedicated department meeting.

Evidence, artifacts, and or back up documentation:

Mathematics

Departmental Annual Report Item 2019-2020

(Outcomes Report: Updated 201217)

Specify your Division/Department Goals Priorities.:

Goal 1: Make a concentrated effort to ensure uniform academic expectations that are uniformly enforced. (Aligns with CLAS Goal 1 and University Strategic Plan Goals 1 and 2).

Goal 2: Improve use of Early Warning Systems / Practices (Aligns with CLAS Goal 1 and University Strategic Plan Goals 1 and 2).

Goal 3: Investigate use of Common Time (Aligns with CLAS Goal 4 and University Strategic Plan Goal 4).

Goal 4: Increase Use of Active Learning, especially by growing and refining the learning assistant program (Aligns with CLAS Goal 1 and University Strategic Goals 1 and 2).

Goal 5: Continue work on student-faculty initiatives (Aligns with CLAS Goal 1 and University Strategic Plan Goals 1 and 2).

Goal 6: Improve recruiting in the major (Aligns with CLAS Goal 5 and University Strategic Plan Goal 4).

Start:

7/1/2019

Providing Department:

Mathematics

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Priority 1.1 120 Committee will meet and discuss assessment results to make informed decisions for Math 120.

Priority 1.2 Curriculum Committee will meet and create Learning Objectives for Math 104.

Priority 2.1 Early Warning Committee will discuss pros/cons of Beacon alerts and recommend how to increase early warnings.

Priority 3.1 Incorporate Common Time in Fall Schedule for math faculty.

Priority 3.2 Incorporate Common Time in Spring Schedule for math faculty.

Priority 4.1 Improve learning assistant (LA) Program Logistics.

Priority 5.1 Continue meeting with students in the Dead Poets Society (DPS) and providing activities.

Priority 5.2 Produce Math Career Spotlights.

Priority 5.3 Report Math News monthly.

Priority 6.1 Distribute a Welcome Letter to highlight the major and minor and recruit students into the programs.

Priority 6.2 Open House Working Group will meet and produce recommendations for recruitment.

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

Measure 1.1: Completion of Committee tasks including number of informed decisions recommended

Measure 1.2: Completion of Committee tasks and number of learning objectives

Measure 2.1: Completion of Committee Tasks, including number of formal recommendation to the department

Measure 3.1: Successful incorporation of Common Time into the fall schedule

Measure 3.2: Successful incorporation of Common Time into the spring schedule

Measure 4.1: Development of forms and number of procedures to streamline LA program

Measure 5.1: Rosters of DPS attendance are kept along with numbers and types of activities provided.

Measure 5.2: Number of new Math Career Spotlights produced

Measure 5.3: Number of Math News Issues distributed

Measure 6.1: Monitor number of students in major/minor.

Measure 6.2: Number of actionable recommendations for future open houses.

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

NA

What were the results?:

Result 1.1: The 120 committee met and discussed various issues related to MATH 120, and the results of last year's embedded assessments. Fruitful discussions were had about identified shortcomings of students on that assessment, and we were happy to discover that students did a better-than-anticipated job on polynomial long division. In our final meeting, based on a thorough discussion of the DWF-roster, all the reasons that students were not successful at the course. Chief among them, a lack of engagement with the course.

Result 1.2: The committee created a list of learning objectives for MATH 104. This is significant in that MATH 104 currently has the largest freedom in what is covered in the course.

Result 2.1: We documented the effort needed to make a significant uptick in our use of Beacon. In the end, faculty found that the increased effort took too much energy away from other teaching duties, and we did not significant improvements in the students of concern. One important lesson that we took away from this is that Beacon alerts were much more likely to responded to if we intentionally asked for a response. E.g. "Robert Cat has not come to class in 3 days. Will someone who has contact with him please reach out to him and see what's going on?" was much more likely to receive a response than "Robert Cat has not come to class in 3 days, and I cannot contact him."

Result 3.1 / 3.2: Common time was successfully incorporated into the Fall and Spring schedules, which trivialized scheduling problems for committee meetings, and allowed for departmental lunch, which was reasonably well attended.

Result 4.1: A new recruitment form was developed for the LA program.

Result 5.1: The Dead Poets Society continues to be well attended. Indeed, a dedicated core of about a half dozen students continued to meet online to play some trivia games during the lockdown due to COVID-19.

Result 5.2: Sadly, no new Math Career Spotlights were produced. This is due to the department chair teaching the ACHIEVE classes in Fall 19.

Result 5.3: Math News was produced every month, though there is an interest in producing fewer but more substantive issues. However, one result worth reporting on was the issue which prompted students to match professors and hobbies, which was well received by students and prompted a "match professors and their favorite movies" quiz with similar success. This led to a great discussion among faculty too!

Result 6.1: A welcome letter, one that espoused the benefits of a math major and minor, was distributed around registration time in Fall and again in Spring. Shortly thereafter, we saw a large uptick in the number of declared minors, and increased interest in the major.

Result 6.2: The Open House working group met to finalize its recommendations. An open house guide will be produced whenever we return to having open houses.

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?:

Impact 1.1: This committee became a role model for committees on MATH 104, MATH 109, and MATH 119, which were formed in the Spring before the COVID crisis. Time resources (service time) were reallocated away from other projects onto these ad-hoc committees as inspired by this work.

Impact 1.2: This will manifest in our syllabi in upcoming terms. No resource reallocation would be appropriate as a result of this work.

Impact 2.1: We no longer feel the need to investigate improved use of Beacon. No further resources will be allocated to this pursuit.

Impact 3.1/3.2: We are continuing to include Common Time in our upcoming class schedules.

Impact 4.1: Sadly, no impact yet because the LA program is on ice due to the COVID pandemic. We expect that this form will be very helpful in recruiting a new cohort of LAs, due to the discontinuity introduced by COVID-19.

Impact 5.1: Dead Poets Society continues to be a worthwhile use of our time as faculty, and we will continue to offer it.

Impact 5.2: We intend to push this objective to next year.

Impact 5.3: We intend to allocate some time away from the Math News, in favor of other departmental service.

Impact 6.1: We will continue to update the letter, and tailor it differently for prospective majors vs. open house prospective majors vs. current majors. Recruitment continues to be a focus for the upcoming year's plan.

Impact 6.2: No more time is needed on this committee, though we will have one more meeting of it when we have open houses again, to finalize a departmental open house plan.

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

Updates were discussed at regular department meetings. Results from the Early Warning Committee were communicated at CLAS Chairs Council and University Chairs Council.

Evidence, artifacts, and or back up documentation:

College of Education, Health & Natural Sciences New Departmental Annual Report 2019-2020 Specify your Division/Department Goals Priorities.:

University Goals	COE Goals
University Goal 1: Focus learning on both acquisition and application of knowledge A.Ensure students acquire the essential knowledge and skills needed to succeed. B.Infuse applied learning throughout the FSU curriculum.	COE Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.

	COE Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.
<p>University Goal 2: Provide Engaging experience that allow our students to excel</p> <p>B.Integrate effective career and professional development into the student experience.</p> <p>C. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes of each of graduates.</p>	COE Goal 3: COE programs deliver engaging and stimulating experiences to promote professional development for inclusive environment and lifelong learning.
<p>University Goal 3: Expand Regional Outreach and Engagement</p> <p>B.Provide opportunities for student engagement to address community needs in the region.</p>	COE Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration for community needs and future employers.
<p>University Goal 4: Align University resources – Human, Fiscal, and Physical</p> <p>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.</p> <p>D.Provide professional development opportunities that empower faculty and staff success.</p>	Goal 5: COE recruits and retains diverse and high quality students, faculty, staff and administrators.

	Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.
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Start:

7/1/2019

Providing Department:

College of Education, Health & Natural Sciences

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

COE Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities. (University Goal 1.A)	1.1 Maintain a College of Education Curriculum Committee that includes both college and department level members to continually monitor program implementation, changes and new programs for quality assurance of academic excellence, service, research and professional activities
	1.2 Discuss each Department's Strategic plan to monitor the outcomes of the evidence in meeting Goal 1.
	1.3 Utilize the college-wide assessment process to monitor if each program is meeting accreditation standards and meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills and dispositions.
COE Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions. (University Goal 1.B)	2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.
COE Goal 3: COE programs deliver engaging and stimulating experiences to promote professional development for inclusive	3.1 Monitor department level outcomes of diverse experiential learning opportunities, such as Internships, study abroad, and collaborative partnerships with businesses, school systems and IHEs to ensure COE students are engaging in quality experiential learning.

environment and lifelong learning.	3.2 Provide faculty with professional development to promote strategies for an inclusive environment.
COE Goal 4: COE is committed to creating a supportive learning environment that promotes community outreach and collaboration with community needs and future employers. (University Goal 3.B)	4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.
	4.2 Meet with Superintendents of each county to determine how the College can assist the school systems
	4.3 Promote and extend the P20 Partnership with area school systems and community colleges.
	4.4 Develop projects through grants that will support community outreach and partnerships for COE students and community needs.
COE Goal 5: COE recruits and retains diverse and high quality students, faculty, staff and administrators. (University Goal 4.A)	5.1 Recruit highly qualified and diverse leadership, faculty and staff.
	5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.
	5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.
	5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.
	5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.
	5.6 Consider new options for programs to increase enrollments
COE Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments. (University Goal 4.D)	6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.
	6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.
	6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.
	6.4 Revisit and recommend options for low enrolled courses and programs.

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

Action Priorities	Metrics
1.1 Maintain a College of Education Curriculum Committee that includes both college and department level members to continually monitor program implementation, changes and new programs for quality assurance of academic excellence, service, research and professional activities (Goal 1)	Success of the committee will be measured by the productivity of the committee through a review of the minutes.
1.2 Discuss each Department's Strategic plans related to monitor the outcome of the evidence in meeting Goal 1.	Success will be measured by the departments' completion of the plan by November and evidence of implementation/outcomes in May.
1.3 Utilize the college-wide assessment process to monitor if each program is meeting accreditation standards and meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills and dispositions.	Success of the priority is measured by demonstrating a reflection of the assessment system and completion of the linkages of the departments to the University's student learning outcomes. Success is also measured by obtaining and maintaining accreditations for all required programs.
2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.	Data of Key Assessments provided by both departments will provide aggregated and disaggregated results to measure student success on research projects.
3.1 Monitor department level outcomes of diverse experiential learning opportunities, such as Internships, study abroad, and collaborative partnerships with businesses, school systems and IHEs to ensure COE students are engaging in quality experiential learning.	Success is measured by number of experiential learning opportunities from the previous year and the data to determine the success of the opportunities.
3.2 Provide faculty with professional development to promote strategies for an inclusive environment.	Success is measured by feedback from professional development activities.
4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	Success is measured by demonstrating increased efforts to make connections to community and organizations from the previous year. Data on outcomes will be collected through surveys at events.
4.2 Meet with Superintendents of each county to determine how the College can assist the school systems	Success is measured by the increased number of outcome activities or initiatives that are started or implemented as a result of the discussions.
4.3 Promote and extend the P20 Partnership with area school systems and community colleges.	Success in meeting this action item is measured by completion of the P20 meetings; maintaining or increasing membership on the advisory council; maintaining communications that benefit all stakeholders.
4.4 Develop projects through grants that will support community outreach and partnerships for COE students and community needs.	Success is measured by increased number of grants that meet the goals of the University and College. Outcomes are measured by completion of the grant activities.

5.1 Recruit highly qualified and diverse leadership, faculty and staff.	Monitoring of positions that were advertised and the success of filling them with a diverse faculty member and/or highly qualified individual.
5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	Success is measured by the implementation of activities planned to increase enrollment. Data on enrollments will also provide evidence of positive trends.
5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	Success is measured by increasing the efficiency of the R & R committee and working on new outcomes for the Recruitment and Retention Strategic Plan.
5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.	Success is measured by the increased efforts towards increased enrollments and develop a plan moving forward to measure the activity outcomes.
5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	Success is measured by the success in creating new articulation agreements/MOUs.
5.6 Consider new options for programs to increase enrollments	Success is measured by the ability to complete the task of implementation of programs that have the potential to raise enrollments. (Future measures will be to determine if programs have affected enrollments.)
6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	Success is measured by Department Chairs' ability to successfully complete their responsibilities as demonstrated by yearly evaluations.
6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	Success is measured by maintaining a schedule of summer and winter retreats and sharing important operational and professional learning information throughout the year with COE Faculty and Staff.
6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	Success is measured by providing faculty with information through various venues -Dean and Associate Dean's evaluations demonstrate the success or issues with meeting this indicator.
6.4 Revisit and recommend options for low enrolled courses and programs.	Success is measured by Department Chairs' adjustments to the fall and spring schedule to address low enrollment issues, and the indication that the COE Curriculum Committee is monitoring and discussing programs based on enrollments.

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

Action Priorities	Process of Assessment Results
1.1 Maintain a College of Education Curriculum Committee that includes both college and department level members to continually monitor program implementation, changes and new programs for quality assurance of academic excellence, service, research and	Yearly review is conducted in April to look over the by-laws for continuous improvement.

professional activities (Goal 1)	
1.2 Discuss each Department's Strategic plans related to monitor the outcome of the evidence in meeting Goal 1.	<p>Department Chairs share the collaborative department strategic plan at the November College of Education Curriculum Committee (CECC) and provide evidence of implementation and results during the May CECC meeting.</p> <p>Note: It is expected that the departments will use data from the plans to develop the next strategic plan.</p>
1.3 Utilize the college-wide assessment process to monitor if each program is meeting accreditation standards and meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills and dispositions.	The College of Education Curriculum Committee (CECC) determined the success of programs by the department and programs' completion of Program Reviews, Accreditation Reports and sharing data at the end of each academic year.
2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.	Department Leadership councils will review the data to identify strengths and weaknesses for discussion towards continual program improvements.
3.1 Monitor department level outcomes of diverse experiential learning opportunities, such as Internships, study abroad, and collaborative partnerships with businesses, school systems and IHEs to ensure COE students are engaging in quality experiential learning.	Departments review strategic plans and discuss success of the outcomes of experiential learning opportunities.
3.2 Provide faculty with professional development to promote strategies for an inclusive environment.	Dean and College of Education Curriculum Committee review feedback.
4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	Results are discussed at department level to add to their strategic planning outcomes.
4.2 Meet with Superintendents of each county to determine how the College can assist the school systems	P20 council meetings will share information and results of COE's work towards county assistance and connections.
4.3 Promote and extend the P20 Partnership with area school systems and community colleges.	P20 council will review their plans and determine the success of the council.
4.4 Develop projects through grants that will support community outreach and partnerships for COE students and community needs.	COE faculty will share progress during at review of the COE strategic plan at the bi-annual retreat
5.1 Recruit highly qualified and diverse leadership, faculty and staff.	Results are assessed through the Dean's Office and quality is continually monitored at the time of Renewals and Faculty Evaluations.
5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	Results are assessed through a yearly review of the Recruitment and Retention Strategic Plan.
5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	Results are assessed through review of the COE strategic plan with the faculty at the retreat and at the College of Education Curriculum Committee.
5.4 Establish assessment strategies to analyze COE and	Results are assessed through a yearly review of the

department recruitment efforts to determine if the plans were successful in increasing enrollments.	Recruitment and Retention Strategic Plan.
5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	Results are shared through the College of Education Curriculum Committee and then at the review of the COE Strategic plan with the faculty.
5.6 Consider new options for programs to increase enrollments	Results are shared at the College of Education Curriculum Committee by Chairs after meetings with their Leadership Committees.
6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	Results are analyzed at the Dean's Office through feedback by Department Chairs.
6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	Results are assessed through review of the COE strategic plan with the faculty and in the College of Education Curriculum Committee. Newsletter also share results of activities.
6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	Results are assessed through review of the COE strategic plan with the faculty and in the College of Education Curriculum Committee.
6.4 Revisit and recommend options for low enrolled courses and programs.	Results are analyzed at the Dean's Office through feedback by Department Chairs.

What were the results?:

Action Priorities	Results
1.1 Maintain a College of Education Curriculum Committee that includes both college and department level members to continually monitor program implementation, changes and new programs for quality assurance of academic excellence, service, research and professional activities (Goal 1)	<p>The College of Education Curriculum Committee reviewed all program changes in the College and discussed practices that would impact student learning. Monthly meetings were held and minutes show effective productivity.</p> <p>Minutes of the meeting are available.</p>
1.2 Discuss each Department's Strategic plans related to monitor the outcome of the evidence in meeting Goal 1.	<p>In September 2019 each department developed their department strategic plan based on the College Goals and action priorities. The Chairs reported the plan to the College Curriculum Committee in November of 2019. In May of 2020, the Chairs reported the outcomes of their yearly plan to the College of Education Curriculum Committee. The results will be used to plan the 2020-2021 department strategic plans in September.</p>

<p>1.3 Utilize the college-wide assessment process to monitor if each program is meeting accreditation standards and meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills and dispositions.</p>	<p>The College of Education Curriculum Committee reviewed each program's Academic Program Review's progress in meeting their action items during the December meeting.</p> <p>Each department collected evidence of COE students meeting the University's student learning outcomes for the undergraduate and graduate programs. Key assessments in each department were aggregated to determine the students' level of success in meeting the University's Student Learning Outcomes. Departments provide a progress report at the end of 2020 academic year and share the data for the previous year during the December 2019 COE Curriculum Committee meeting. (Documentation provided of outcomes in appendices.)</p> <p>Assessment data is expected to direct the college and departments' strategic plans for the 2020-2021 academic year.</p>
<p>2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.</p>	<p>Key assessments in both departments included research projects. The research requirement builds students' abilities to use reflection and data to make informed decisions in their chosen major. The outcomes of the key assessments provide data on this skill for future adjustments to programs. All programs identified research components in their programs and matched the assessments to student learning outcomes to aggregate the data on the success of implementing research. Outcomes are available in Appendix</p>
<p>3.1 Monitor department level outcomes of diverse experiential learning opportunities, such as Internships, study abroad, and collaborative partnerships with businesses, school systems and IHEs to ensure COE students are engaging in quality experiential learning.</p>	<p>The Dean and College Curriculum Committee monitored the COE programs' level of commitment to plan experiential learning through the departments' strategic planning initiatives. Data shows that departments are integrated more experiential learning into all programs. All programs have internships in both departments.</p> <p>Each department planned multiple experiential learning opportunities for students beyond the activities of the previous year. The results of the events are shared through department strategic plan and highlighted through different venues.</p> <p>Experiences were published through the college newsletter, website and social media. Other experiences were shared through recruitment materials.</p> <p>Some activities for the 2019 – 2020 Academic Year were cut short due to Covid19 restrictions. Fall 2019 Retreat</p>
<p>3.2 Provide faculty with professional development to</p>	<p>Fall 2019 Retreat - Building appropriate assessment</p>

promote strategies for an inclusive environment.	<p>rubrics (Kathe Rasch); enrollment strategies (Arlene Cash)</p> <p>Spring 2021 - Presentation on Mental Health issues to promote supportive environments (Tom Bowling)</p> <p>College of Education Special Edition on Social Justice was developed during spring 2020 to be published in Fall 2020.</p>
4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	<p>Both departments included community outreach as a goal for their strategic plan.</p> <p>The Future Frostburg Teachers Teaching (F2T2) is a teaching apprenticeship camp in collaboration with Frostburg State University, Evergreen Heritage Center and Allegany County Public Schools. Attendance in the camp was up 300% from last year and was at maximum capacity.</p> <p>The Children's Literature Centre's mission and activities are all related to civic engagement. (Children's Literature Festival was cancelled this year, but Pirate's Ahoy will be virtual).</p> <p>Recreation & Parks Management hosted a Halloween Party at City Place.</p> <p>Student Learning Projects were completed for the community</p> <p>Be Like Bob Event was cancelled this year due to covid19.</p> <p>PALs program at USMH works with Title I schools for summer literacy programs. Last summer's project was successful. Summer 2020 will be virtual.</p> <p>Hub at USMH connects with pre-school parents for school readiness.</p>
4.2 Meet with Superintendents of each county to determine how the College can assist the school systems	<p>The Dean and Associate Dean made contact with surrounding counties to establish a professional relationship and promote regional engagement.</p> <p>Results:</p> <p>Developed USMx professional develop course on Equity and Restorative Practices that will begin in summer 2020.</p> <p>Began the process on providing Principal</p>

	<p>Licensure program in county for Mineral County. Covid19 halted progress while teachers dealt with online teaching.</p> <p>Continued work towards computer science teacher certification areas and Mathematical Problem-Solving and Computational Thinking for elementary teachers as a result of outreach.</p>
4.3 Promote and extend the P20 Partnership with area school systems and community colleges.	<p>COE Associate Dean facilitated three P20 meetings. The fourth meeting was cancelled due to overwhelmed counties working on virtual learning during Covid19. Membership included COE, CLAS and the FSU Student and Community Office as well as local school systems and community colleges.</p> <p>Mineral County and Bedford Area School Districts became members this year.</p> <p>Results: Minutes of the meetings provide evidence of successful partnerships.</p>
4.4 Develop projects through grants that will support community outreach and partnerships for COE students and community needs.	<p>FSU College of Education (COE) was awarded a 4.1 million dollar grant through the U.S. Department of Education. The grant is for MAT Teacher Residents in building competency in STEM areas as well as mathematical Problem-solving and computational thinking as well as High Leveraged Practices & Cultural Competencies.</p> <p>COE – Ed Professions was awarded a grant from the Maryland Center for Computer Education to enhance Mathematical Problem-Solving and Computational Thinking for Elementary pre and in-service teachers.</p> <p>Frostburg State University’s College of Education paired with Robotics and Engineering in Allegany County Together, Inc. (REACT) to support youth robotics education in the area.</p> <p>COE - Kinesiology and Recreation department conducted a study examining the spectrum of recreation users in the Western Maryland region. The study reported the economic impact of visitors to the Western Maryland forests in the region.</p> <p>Parks & Recreation students applied and received \$40,000 in grants to construct a new playground in Frostburg.</p> <p>Note: Another Enhancement grant was submitted for Special Education to address Maryland’s critical teacher shortage areas. Governor pulled the funding.</p>
5.1 Recruit highly qualified and diverse leadership,	The Dean’s search took place during the 2019-2020

faculty and staff.	<p>academic year. Dr. Boyce Williams was selected.</p> <p>The Search for an Ed.D. Research faculty member concluded last summer with Seniz Celimli-Askoy</p> <p>The search for Sport Management concluded with Martin Barrett.</p> <p>Several FTNTT positions were filled: Gerald Kiel, Carita Mills, Christina Durham, Maureen Hamilton.</p>
5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	<p>Increased activities for Recruitment and Retention:</p> <p>All COE Recruitment & Retention Committee worked closely with Admissions office and the VP for Enrollment Management.</p> <p>COE representatives participated in open house and Bring the Burg receptions.</p> <p>On-Campus Visits were planned by COE in conjunction with Admissions: Bard Institute, PG county TAM, Tuscarora High School, and Individual students from the Western TAM academy</p> <p>Hosted Allegany County Guidance counselors Attended the Teach in MD conference for recruitment of TAM students</p> <p>Participated in Local Admitted student night Attended Majors Fair</p> <p>Visited individual TAM academies across the state of MD</p> <p>Attended Transfer fairs at community colleges across the state</p> <p>Visited local high school</p> <p>K&R working with Green Schools</p> <p>Also connecting with Project Lead the Way.</p> <p>College of Education held the first annual Teacher Academy Conference at FSU.</p>
5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	<p>Increased Efficiency of the R & R Committee:</p> <p>Recruitment and Retention Strategic Plan was developed</p> <p>The Dean provided reassigned time to both Ed Professions faculty members and a Kinesiology &</p>

	<p>Recreation faculty member to facilitate and organize outreach activities.</p> <p>A COE committee, which is comprised of faculty from both departments, established a working committee for Recruitment & Retention of programs in the COE.</p> <p>All faculty members from both departments were invited and many participated in recruitment and retention efforts.</p>
5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.	The Recruitment and Retention committee discussed how they could measure the success of activities and events specifically developed to raise enrollments for the 2019-2020 academic year. Data is reflected in the strategic plan. See appendix.
5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	<p>Ongoing discussions with Garrett College and Allegany College of Maryland. No new MOUs were completed due to Pandemic issues with meetings.</p> <p>The College of Southern Maryland developed an MOU with Recreation and Parks Management.</p>
5.6 Consider new options for programs to increase enrollments	<p>Post Master's Certificate in Educational Leadership for Principal licensure began in fall of 2019.</p> <p>Master's in Athletic Training - program approved in fall of 2019. First cohort will be Summer 2021.</p> <p>New concentrations – Sport Promotion and Communication at the Undergraduate level; Recreation & Parks Management and Sport Management at the Master's level approvals completed. Began in the fall of 2019.</p> <p>M.Ed. programs approved an online option for all concentrations.</p> <p>Special education option for the undergraduate elementary program still is in progress but may go in a different pathway for a dual program.</p> <p>Develop a Specialized Program Online Course (SPOC) for recertification of Teachers in Equity and Restorative practices. To be offered in the summer of 2020.</p> <p>Grant money was secured to begin the infusion of Computational Thinking and Mathematical Problem-solving for Elementary Teachers.</p> <p>New program reorganization for the M.Ed. Interdisciplinary program in fall 2019.</p>
6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	<p>Dean held meetings twice a month throughout the year. The meetings were successful in guiding the department Chairs on budget expenditures for the two departments</p>

	and answering any questions they had on program operations. Both Departments rated their Chairs as successful in their duties.
6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	COE held Retreats in August 2019 and January 2020. Agendas provide evidence of the meetings and an overview of the action item.
6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	Communications to all faculty were funneled through the Department Chairs. Notes from Leadership Meeting provide evidence of communications. The College of Education Newsletter shared information to faculty and staff.
6.4 Revisit and recommend options for low enrolled courses and programs.	Department Chairs reviewed all programs and faculty schedules to find low enrolled courses and made adjustments. Courses were cancelled and/or combined with other sections.

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 results of the 2019 - 2020 Strategic plan provided direction and momentum for the 2020 - 2021 plan. Some initiatives were carried over to the following year based on results with an emphasis on continuing to provide progress on the action items. Other items were reviewed and new action items will be added.

The following shares a breakdown of the impact of this year's plan and aspirations for the upcoming year:

Goal 1: The results provide confirmation that the COE continues to assess the progress of COE students in meeting the University's Student Learning Outcomes to determine strengths and areas of concern across the College. Resources will be allocated to support accreditation preparations and visits. Monitoring the Program Reports was added to the CECC agenda in December 2019 and will continue to be monitored for program improvements. Based on a University's yearlong initiative for advising, the COE will add a goal and action item to the next year's COE strategic plan to meet University goal on advising.

Goal 2: The impact of this goal demonstrates that candidates are developing added skills in decision-making based on the outcomes of COE data on research studies completed. The COE action item will continue to monitor and developed measures to reporting COE candidates' progress. Data is still being monitored to determine the connections to knowledge, skills and dispositions as well as whether students are using data to make informed decisions.

Goal 3: The outcomes from this year's strategic plan determined the COE provided experiential learning through both departments up until the pandemic shut down opportunities. Each

department will continue to find opportunities for students to be engaged in diverse active learning for the upcoming year as allowed by pandemic restrictions. The COE will be working towards collecting more data on the results of co-curricular activities. The departments are successful in measuring internships. More resources and plans will be dedicated to the 2020 - 2021 strategic plan to provide professional development opportunities and strategies for social justice, which will translate into providing a more inclusive environment.

Goal 4: The results of this year's strategic plan demonstrated even more opportunities over the previous year to connect with community partners. Many new initiatives were developed through community outreach as indicated in the results section. The last part of the year saw a decline in activities due to pandemic restrictions, but much of the business of P20 partnerships was still conducted virtually. Action items for this goal are valuable and will be maintained in the next strategic plan.

Goal 5: Recruitment continues to be developed through the efforts of the Dean, Recruitment and Retention Committee, and Coordinators of the programs. The impact of all the activities are unprecedented from previous years. Metrics for each of the activities were added to the plan to monitor the effectiveness of the various strategies. Action items for this goal are on-going with results showing the COE administration is communicating with both departments and providing opportunities for collaboration on all initiatives. New programs and revision of existing programs to increase enrollment is still an issue without funding to support increase faculty PINs and adjuncts. (Special Education concentration has been suspended due to lack of funding.) Resources need to be allocated to programs that have healthy enrollments and continued discussions regarding changes to low enrolled programs will be part of next year's strategic plan.

Goal 6: The results of action items provide anecdotal evidence that the operations of the College continue to be successful. Retreats and meetings effectively shared news and problem solved issues. Newsletters were provided to share information. Chairs meetings were held throughout the year and even virtually during the pandemic. Plans for next year include efforts to develop more metrics to evaluate the operational side of retreats, meetings and communications.

Resource Recap for the next strategic plan :

1. Resources will be allocated to support accreditation preparations and visits.
2. More resources and plans will be dedicated to provide professional development opportunities and strategies for social justice and an inclusive environment, which will translate into providing a more inclusive environment.
3. Grant resources and additional funding sources will be secured for continued community outreach.
4. Dedicated funding will be provided to recruitment and retention efforts for all students but especially diverse populations.

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

The COE has a systematic way to discuss, review, analyze and make changes to the strategic planning process. Each May the College of Education Curriculum Committee analyzes the results of the yearlong plan and any recommendations from advisory groups. In August, the previous year's plan and outcomes are reviewed by the entire faculty for discussion and recommendations for the new strategic plan. Assessment data from the previous year is shared with advisory committees for recommendations.

2019 - 2020 COE Strategic Plan, which include all action items and results, were conveyed to the College of Education Curriculum Committee during the May 2019 meeting. At the August 2020 COE Retreat, the results of the plan were shared with entire COE faculty members to discuss revisions to the upcoming academic year's Strategic Plan. Chairs use the information from the COE plan to develop the department's strategic plan. Assessment data from the previous year were to be shared at the P20 advisory meeting in November, but it was cancelled due to Covid spike and added stress on school systems. There is a plan to look at 2019 - 2020 data at the April 2021 P20 meeting.

Evidence, artifacts, and or back up documentation:

Attached Files

[College of Education Retreat 8-21-19.pptx](#)

[COE Strategic Plan for 2019-2020 - Final.docx](#)

[2019-2020 FSU COE Recruitment Strategies Final.docx](#)

[5-29-2020 Agenda College of Education Curriculum Committee.docx](#)

[COE 2020 End of Year Wrap-Up Meeting Minutes.docx](#)

[COE Wrap Meeting on 5-21-2020.docx](#)

[College of Education Retreat 1-22-2020.docx](#)

[Agenda 4-27-2020 College of Education Curriculum Committee.docx](#)

[11-19-19 Agenda for College of Education Curriculum Committee.docx](#)

[CECC minutes 1-21-20.docx](#)

[Agenda College of Education Curriculum Committee September 2019.docx](#)

[KREC Undergrad Assessment University Learning Goals 2019.docx](#)

[KREC Graduate Institutional Learning Goals Report Spring 2020.docx](#)

[COLLEGE OF EDUCATION Learning Objectives Report for 2019 calendar year \(3\).docx](#)

[FSU COE Newsletter Vol 3, No.1.pdf](#)

[College of Education Retreat 8-21-19.pptx](#)

[11-14-18 P20 Advisory Council Agenda.docx](#)

[11-20-19 Minutes for the P20 Executive Advisory Council.docx](#)

[College of Education Retreat 8-21-19.pptx](#)

[College of Education Retreat 1-22-2020.docx](#)

Biology

2020 Department Annual Report

Specify your Division/Department Goals Priorities.:

Biology had three goals/priorities for FY20.

1. Revise Biology graduate programs for more flexibility (Aligns with CLAS Goals 1 and 3 and University Goals 1, 2, and 4.)
2. Revise our Dept. Evaluation instrument (Aligns with CLAS Goal 4 and University Goal 6)
3. Identify and implement strategies for covering needed classes with short staffing (Aligns with CLAS Goals 1 and 4 and University Goals 1, 2, and 4.)

Start:

7/1/2019

Providing Department:

Biology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Make the graduate degree programs more flexible to reflect the diversity of research interests/expertise of all of the faculty in the department, and to meet the needs of workforce development. Review the graduate programs and develop a curriculum proposal.
2. Redesign the department evaluation criteria so the each faculty member can continue to develop and improve, no matter their career status. An ad hoc committee will review and propose new criteria, with support/vote from the full department.
3. Devise and discuss strategies that confront our limitations and willingness to teach overloads while continuing to offer the courses that our students need.

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

1. Number of regular meetings and proposals crafted and put forth for departmental approval.
2. Number of regular meetings and proposals crafted and put forth for departmental approval.
3. Number of regular meetings and personal communications of the Chair with individual faculty members.

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

What were the results?:

1. An ad hoc committee was formed (Serfass, Taylor, Seddon, et al.) and had many discussions about the future of the graduate programs. The committee discussed a restructuring of all graduate programs, crafting an umbrella program (Applied Ecology and Conservation Biology) with underlying several tracks and thesis and non-thesis options. Several meetings with Vickie Mazer were also helpful in this process. Furthermore, the current Applied Ecology and Conservation Biology program underwent formal external review.
2. An ad hoc committee was formed (Lambert, Keller, Taylor, Serfass, Seddon). The teaching portion of the evaluation instrument was redesigned and implemented in an optional way during the evaluation period. Several faculty used the new instrument to prepare their evaluation materials. The instrument is attached to this report as evidence.
3. The topic of course coverage was discussed at every department meeting. Strategies for dealing with excessive overloads and understaffing included: refusing to teach overloads, teaching more in the summer/intersession, and limiting course sections/frequencies offered.

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. Several challenges have hampered progress on this goal. These include the resignation of Graduate Studies Director Vickie Mazer, the COVID-19 pandemic, and the external review of the AECB program. The plan for this year is to reflect upon the suggestions of the AECB program review and to incorporate these suggestions into our redesign plan. This will require human resources allocated for departmental service.

2. This year, the ad hoc committee will (1) address feedback from the "trial run" of the new teaching evaluation instrument and (2) discuss strategies to improve the professional development and service components of the instrument. This will require human resources allocated for departmental service.
3. The department is not satisfied with any of the strategies discussed. Faculty continue to be heavily overloaded, and this is now compounded by the resignations of Dr. Brosi and Dr. Hocking, whom were not replaced. Faculty are not willing to continue this unsustainable effort, but are dismayed at the possibility that the only way to find relief is to harm our own students' progress by offering fewer courses. This year, the Chair will continue to advocate for more positions/PINS and communicate our dire state to administration.

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

1. Discussion at department meetings and e-mail communications.
2. Discussion at department meetings and e-mail communications.
3. Discussion at department meetings and e-mail communications.

Evidence, artifacts, and or back up documentation:

Attached Files

[Biology Department Teaching Evaluation \(1\).docx](#)

Chemistry and Physics

Departmental Annual Report-Outcomes for 2019-2020

Specify your Division/Department Goals Priorities.:

1. Increasing Enrollment and Retention (Aligns with CLAS Strategic Plan Goals 1 and 5 and University Strategic Plan Goals 1, 2 and 4)
2. Improve Departmental Staffing and Support (Aligns with CLAS Strategic Plan Goal 4 and University Strategic Plan Goal 4)
3. Sustainable Management of Equipment (Aligns with CLAS Strategic Plan Goals 1 and University Strategic Plan Goals 1 and 2)
4. Curriculum Development (Aligns with CLAS Strategic Plan Goals 1 and University Strategic Plan Goals 1 and 2)
5. Enhance the Undergraduate Learning Experience (Aligns with CLAS Strategic Plan Goals 1 and 2 and University Strategic Plan Goals 1, 2, and 3)

Start:

7/1/2019

Providing Department:

Chemistry and Physics

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1A. Develop a Departmental recruitment plan
- 1B. Develop Pharmacy School Track
- 2A. Modification of Lab Fees
- 2B. Evaluate Faculty Overload
- 3A. Explore Additional Equipment Needed in the Department
- 4A. Removal of CHEM 100
- 4B. Reevaluation of CHEM 103

5A. Improve Low Enrollment Courses

5B. Develop Departmental Cell Phone Policy

5C. Explore ACS Certification

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

1A. Develop a Departmental recruitment plan

Has an increase in the number of chemistry majors occurred?

1B. Develop Pharmacy School Track

Has a pre-pharmacy track been developed and submitted through governance?

2A. Modification of Lab Fees

Have the lab fees been modified for the year?

2B. Evaluate Faculty Overload

Has the a new PIN request been submitted to address overload?

3A. Explore Additional Equipment Needed in the Department

Has the equipment needs for the department been reviewed?

4A. Removal of CHEM 100

Has CHEM 100 been removed from the teaching schedule?

4B. Reevaluation of CHEM 103

Has CHEM 103 been reviewed?

5A. Improve Low Enrollment Courses

Have typically low enrolled courses increased in the number of students enrolled?

5B. Develop Departmental Cell Phone Policy

Has a departmental cell phone policy been drafted and approved?

5C. Explore ACS Certification

Did the department submit a pre-application for ACS certification?

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

N/A

What were the results?:

1A. Develop a Departmental recruitment plan

Outcome of 1A: The department continues to work on recruiting and retaining chemistry majors. Due to high faculty workload and the need for conversion of all courses to fully online in the spring semester our recruiting efforts were hindered. Our plan to host local high school students for a day of chemistry on campus in the spring had to be cancelled due to COVID-19. The department plans to reevaluate the recruitment plan for the next academic year for modifications given the current primarily online learning environment. A retention plan will also be considered.

1B. Develop Pharmacy School Track

Outcome of 1B: The department pre-pharmacy track has been approved by MHEC and has been updated in the Undergraduate Catalog. The department will continue to reach out to local pharmacy schools to setup 3 + 4 agreements. Conversations are currently taking place with Shenandoah University Dunn School of Pharmacy.

2A. Modification of Lab Fees

Outcome of 2A: The department submitted the lab fee modification request. Due to budgetary and other concerns due to COVID-19 these were not implemented at this time. The department will consider these changes in the future when the current situation improves.

2B. Evaluate Faculty Overload

Outcome of 2B: Given the current financial situation an additional FTNTT faculty member was not obtained this year. Future requests will be submitted to reduce the current faculty overloads.

3A. Explore Additional Equipment Needed in the Department

Outcome of 3A: Although the department was not able to obtain the instruments on this original list, a new GC instrument was obtained to replace the aging GC's.

4A. Removal of CHEM 100

Outcome of 4A: The department has temporary paused offering our Chem 100 course starting in the fall 2020 semester. This has allowed faculty members to teach other courses like CHEM 150 (our General, Organic, and Biochemistry course). This course is better suited for students in fields like nursing and it is also in the Group C section of the GEP requirements.

4B. Reevaluation CHEM 103

Outcome of 4B: As part of this effort the department has temporary paused offering our CHEM 103 starting with the Fall 2020 semester. The department is aware that the current teaching modality for Chem 201 has changed due to the pandemic response and may impact the comparison, but an assessment of 103 and 201 is planned for the next academic year.

5A. Improve Low Enrollment Courses

Outcome of 5A: Conversations were initiated with the physics and engineering department about this, but due to current circumstances this has been put on hold. The department is also considering a change in the frequency of these course offerings.

5B. Develop Departmental Cell Phone Policy

Outcome of 5B: The department has completed a cell phone policy for all members of the department to use in their classes and labs. Please see the policy below.

CELL PHONES/SMART WATCHES/PERSONAL COMPUTERS/TABLETS OR OTHER ELECTRONIC DEVICES

In an effort to promote a positive learning environment in this course all students will be required to refrain from all cell phone, laptop, and other electronic device usage during all class and lab events (lectures, in-class activities, quizzes, exams, etc.) unless the instructor explicitly indicates that it is acceptable. The usage of headphones or similar devices is strictly prohibited and should not be used or worn during class or lab. If the instructor sees a student on their laptop or cell phone/electronic device during class or lab time, the student will be given a warning and told to put the device away. If the student is told a second time about having an unapproved cell phone, laptop, or other electronic device out during class or lab, that student will be asked to leave class

and will be reported to student affairs for disruptive behavior. This is considered disruptive behavior as stated in the disruptive behavior section of the syllabus.

If you have a family emergency, are on call, or have a medical reason, you may leave your phone on silent, provided that you: 1) inform the instructor prior to class or lab, 2) set the device on silent or vibrate, and 3) quietly leave the classroom or lab before taking the call.

Cell phones are not allowed to be on you during lab. **If I see someone with their cell phone out during lab, you will automatically be asked to leave and receive a zero.** This is considered a safety hazard in the laboratory and will not be tolerated.

5C. Explore ACS Certification

Outcome of 5C: The department submitted in initial ACS certification application to determine eligibility. A response letter from the ACS was received and indicated areas that are still needed. The two areas of improvement that are needed are faculty workload issues as well as having access to a working NMR. These two areas will continue to be explored to fully achieve ACS certification.

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 new year's plan still remains focused around the same common action priorities from this year's plan. There have been a few modifications to some of the action priorities and a few additional new priorities, but overall the main ideas remain consistent. Recruitment of majors, improvement of courses/program DWF rates, pharmacy program, faculty and staff workload, ACS certification, partnerships and internships.

It is also not clear if resources were allocated or redistributed differently with the exception of human resources. Faculty schedules were modified in an attempt to improve DWF rates and faculty workload concerns.

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

The plan and results were reviewed by the department members during one of our department meetings in the fall semester.

Evidence, artifacts, and or back up documentation:

Attached Files

[Action Priority Outcomes for 2019 and 2020 Academic Year.docx](#)

Educational Professions / Educator Preparation Provider

2019-2020 Dept. of Educational Professions Annual Report

Specify your Division/Department Goals Priorities.:

1. Ensure candidates' ability to demonstrate knowledge, skills, and dispositions essential to their success in educational settings. Aligned to COE Goal #1 and University Goal #1A.
2. Evaluate candidates' ability to reflect and use data to make informed decisions as they apply knowledge to teaching. Aligned to COE Goal #2 and University Goal #1B.
3. Deliver and participate in professional development to benefit faculty and students, in order to promote life-long learning. Aligned to COE Goal #3 and University Goal #2B.
4. Develop and value partnerships with the local community and regional educational systems that we serve. Aligned to COE Goal #4 and University Goal #3B.
5. Recruit diverse, high quality students and faculty to meet the needs of our service area with effective programs. Aligned to COE Goal #5 and University Goal #4A.
6. Collaborate and reflect on the policies and procedures that govern programs in the department, as they relate to the college and university. Aligned to COE Goal #6 and University Goal #4D.

Start:

7/1/2019

Providing Department:

Educational Professions / Educator Preparation Provider

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1. Use of common assessments to evaluate candidate's knowledge, skills and dispositions across all programs. Aligned to COE Goal #1 and University Goal #1A.

1.2. Continued implementation of the college assessment system for accreditation, in order to analyze student data for continuous improvement. Aligned to COE Goal #1 and University Goal #1A.

2.1. Use of initial certification programs' common key assessments such as lesson plans, unit plans and intern performance ratings at the initial certification level to develop students' skills in data-informed decision-making. Aligned to COE Goal #2 and University Goal #1B.

2.2. Use of common key assessments at the graduate and doctoral levels, such as are used in EDUC 603, 700-level research courses, and capstone assignments, which specifically utilize data-informed research in practice. Aligned to COE Goal #2 and University Goal #1B.

3.1. Request increased budget and support from college and university for attendance and participation at conferences. Aligned to COE Goal #3 and University Goal #2B.

3.2. Encourage and promote faculty participation in department, college and university professional development opportunities. Aligned to COE Goal #3 and University Goal #2B.

3.3. Support and share faculty members' research and professional development activities through department-level book studies, trainings and workshops.

4.1. Support students' community outreach and collaboration through partnership activities with communities and school districts. Aligned to COE Goal #4 and University Goal #3B.

4.2. Develop new initiatives to address local and state needs for teacher preparation. Aligned to COE Goal #4 and University Goal #3B.

5.1. Plan and participate in recruitment events that involve faculty, alumni and students and are supported by the College and University (Admissions, Alumni Relations, etc.). Aligned to COE Goal #5 and University Goal #4A.

5.2. Conduct position searches for faculty using appropriate timelines and interview practices to ensure a broad and diverse pool of applicants. Aligned to COE Goal #5 and University Goal #4A.

6.1. Involve stakeholders in decision making at the program level, through advisory councils at both the initial certification and advanced program levels. Aligned to COE Goal #6 and University Goal #4D.

6.2. Continued review and revisions to department and program policies and procedures. Aligned to COE Goal #6 and University Goal #4D.

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

1.1. Program and EPP-level assessment data archived in TaskStream.

1.2. Evidence of participation by stakeholders in data analysis meetings through meeting notes and data analysis summaries.

2.1. Data from initial certification programs' common assessments such as lesson plans and intern performance ratings entered into TaskStream at the conclusion of each semester from common key assessments.

2.2. Data from advanced programs' common assessments such as capstone and research assignments entered into TaskStream at the conclusion of each semester from common key assessments.

3.1. Record of department funds allocated for professional development for faculty.

3.2. Documentation of professional activities through the University's Professional Achievement publication and self-reporting.

4.1. Records of outreach events involving P-12 students and other constituents through curricular and co-curricular activities such as STEM events, Children's Literature Centre, USMH/Wolfsville HUB and PALS grant projects.

4.2. Data on initiatives such as P2P grant, etc. Grant reports and reviews. Tracking of Post-Bachelor's Literacy Certificate proposal through faculty governance.

5.1. Documentation of recruitment events and activities with a focus on recruiting diverse, high quality students.

5.2. University policy on diversity in the hiring process and records of the one faculty search that was conducted in 2020.

6.1. Minutes from PDS Advisory Council and M.Ed. Advisory Council meetings.

6.2. Track sheet of initial certification and advanced program proposals, including catalog course updates, showing movement through the faculty governance process.

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

1.1. Data summarized and analyzed to identify areas for continuous improvement for program and EPP-level results each semester.

1.2. Data disseminated to program and advisory groups (M.Ed. and PDS) for analysis.

2.1. Faculty and stakeholders analyze initial certification data and document in data analysis summaries.

- 2.2. Faculty and stakeholders analyze advanced programs data, including self-reflection by M.Ed. students, and document in data analysis summaries.
- 3.1. Review by the Chair in cooperation with the Dean's Office regarding availability and awarding of department funds.
- 3.2. Collection of data on professional development activities.
- 4.1. Sharing of outreach initiatives such as STEM events and Children's Literature Centre activities in discussions among faculty at leadership committee meetings and department faculty meetings. Reports on grant projects such as PALS and The HUB @ USMH.
- 4.2. Reports on P2P "Pathways to Profession" grant collaboration with Coppin. Verification of approval of Post-Bachelor's Literacy Certificate proposal through Faculty Senate.
- 5.1. Review of recruitment activities and report on involvement with the Teacher Academy of Maryland (TAM).
- 5.2. Human Resources monitored the faculty search process to ensure diversity policies were being followed.
- 6.1. Feedback from Advisory groups discussed in program improvement meetings.
- 6.2. Proposals were approved in the following sequence: program committee, Initial Certification or Advance Program Leadership Committee (as appropriate), Department faculty, College of Education Curriculum Committee, Academic Affairs Subcommittee or Graduate Council (as appropriate) and Institutional Priorities and Resources Subcommittee (if needed), and finally approved by Faculty Senate.

What were the results?:

- 1.1. Data analysis summaries generated to identify areas for continuous improvement for program and EPP level each semester. According to the Student Learning Assessment Advisory Group Report for Fall 2019, Candidate strengths included learning environments (InTASC 3-F19 and S20), application of content (InTASC 5-F19), planning for instruction (InTASC 7-S20), instructional strategies (InTASC 8-F19 & S20), professional learning and enthusiasm for teaching (InTASC 9-F19 & S20), and leadership and collaboration (InTASC 10-F19 & S20). Candidate strengths in the areas of knowledge of students and valuing and promoting critical thinking were especially strong. Areas for continuous improvement included differentiating instruction (InTASC 2) and planning for instruction (InTASC 7).

1.2. Feedback from program and advisory groups considered and, when appropriate, implemented for program improvement. Example: Data showed that students at all levels need improvement in writing skills which led to an increased emphasis on writing. At the doctoral level, a course EDLP 900 was created to prepare students for writing proposals.

2.1. Faculty and stakeholders execute action items, based on identified areas of need for improvement as documented in data analysis summaries. See attached annotated data summaries.

2.2. Coordinators lead and participate in "closing the loop" activities, as documented in meeting notes from program and leadership levels, including sharing data on decision-making with advisory and P-20 groups. See attached annotated data summaries.

3.1. Some professional development funds were utilized by faculty during Fall 2019 but due to the interruption of "business as usual" by the coronavirus, all professional development funds were suspended for Spring 2020. Faculty Senate recommended that professional development efforts be considered in lieu of completion (for example, being accepted to present at a conference).

3.2. For Spring 2020, faculty continued professional development through seeking publication, webinars and remote participation in workshops, etc. See attached sample professional development activities.

4.1. Summer and Fall 2019 and early 2020 saw an extensive outreach effort. One focus area was Elementary STEM education, collaborating with Robotics and Engineering in Allegany County Together, Inc. (REACT) to support youth robotics education in the area and numerous school field trips to FSU, hosted in collaboration with the science faculty. Literacy in the community was promoted through Children's Literature Centre (CLC) events over the year, beginning with Summer Authors Institutes and a community "Pirates Ahoy" literacy event. December's "Storybook Holiday" brought families to Frostburg for community holiday themed activities sponsored by the CLC and in January, over 500 children and their families participated in Harry Potter Book Night which was co-sponsored by the FSU Ort Library with help from the Theatre Dept. Regular newsletters provided additional literacy ideas in conjunction with calendar events such as African-American History Month. From March 2020 on, face-to-face outreach was suspended as a result of Covid-19; however, the Centre continued outreach events virtually. In Hagerstown, the PALS and USMH HUB projects were active during Summer and Fall 2019 as usual. Both grant projects have received continued funding, however, modifications in delivery had to be made in applications from Spring 2020 forward due to the impact of Covid-19 in order to continue to serve the Title I Elementary and at-risk early childhood populations they were designed to help.

4.2. The P2P grant is nearing the end of its funding cycle. Currently, 6 teachers in their first two years of their teaching career are participating in this induction model, along with a mentor veteran teacher. These teachers have completed professional development and micro-credentials in the areas of Social Emotional Learning, Critical Thinking, and Transformational Technology along with experienced mentor teachers from their schools. The Post-Bachelor's Literacy Certificate proposal passed Faculty Senate on 3/4/20 for implementation in Fall 2020.

5.1. Several contacts were made with high schools with diverse populations including the Bard Institute and 11 Teacher Academies of Maryland (TAM) schools. An overnight campus visit by PG County TAM high school was conducted in Fall 19 but a repeat event for Spring 20 was canceled. A Memorandum of Understanding with TAM was created and eleven TAM students were admitted for Fall 20.

5.2. One faculty search was completed and a tenure-track faculty member was hired with all policies followed. Robin Wynder of the Center for Student Diversity, Equity and Inclusion served on the search committee.

6.1. Stakeholders were involved in data analysis and program review at both initial certification and advanced program levels and had opportunities to provide input regarding assessments and procedures.

6.2. A significant number of proposals went through the full governance process and are slated for implementation with the 2020 catalog beginning Fall 2020. See attached full list of proposals.

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?:

A closer examination of student performance data from 2019-2020 and improvement of the assessment system has become a clear focus due to the Spring 2021 submission of the CAEP Self-study and the mock visit to follow, with final submission anticipated in Summer 2021. In terms of resources, the biggest impact on operations has been the effects of Covid-19 and the resultant loss of revenue to the university. In addition, both curricular and co-curricular activities were severely impacted by the need to suddenly switch to online/virtual learning and outreach. Nevertheless, all necessary departmental functions successfully continued due to the dedication, flexibility and ingenuity of the faculty, including finding creative solutions to field experience dilemmas so that all qualified students were able to meet state internship requirements for graduation in the Spring and Fall of 2020 despite school restrictions. The 2020-2021 plan was revised in Fall 2020 to align it more closely with the College of Education's strategic plan and after consideration of the results of the 2019-2020 department plan. Certain initiatives that continue to be goals for the department, especially in the areas of outreach and in-person recruitment are continuing in modified versions as far as possible. A loss of department budgetary support for faculty professional development due to budget cuts has also impacted faculty development; however, faculty have continued with their efforts to the best of their abilities under the circumstances.

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

The plan was drafted by a committee and presented to the faculty in a department meeting for revision and approval. Faculty conducted the administration of assessments, collection of data and analysis thereof, as well as sharing data with community stakeholders in advisory council meetings for their feedback. Following this process, program and leadership teams reviewed the results for the purpose of program improvement.

Evidence, artifacts, and or back up documentation:

Attached Files

- [1.1.a. Findings from Data F19.xlsx](#)
- [2.1.b. Analysis Report S20.pdf](#)
- [2.1.a. Analysis Report F19.docx](#)
- [1.1.b. Findings from Data S20.xlsx](#)
- [5.1.a. Recruitment activities.docx](#)
- [5.1.b. Bard visit Fall 2019.pdf](#)
- [6.1.a. PDS and MEd Advisory Groups minutes.docx](#)
- [3.2.a. PD 2020 Celimli-Aksoy-S20 highlighted.pdf](#)
- [3.2.b. PD 2020 Hurst-2020 pubs highlighted.pdf](#)
- [3.2.c. PD 2020 McGee-impact of Covid highlighted.pdf](#)
- [3.2.d. PD 2020 Welsch-S20 highlighted.pdf](#)
- [4.2.a. P2P-Induction1.pdf](#)
- [6.2. 2019-2020 Proposal Tracking Chart.docx](#)
- [5.2. EdL search report.png](#)
- [4.1.a. STEM Outreach F19.docx](#)
- [4.1.g. HUB results and impact of Covid.docx](#)
- [4.1.h. PALS attendance data 2020.xlsx](#)
- [4.1.e. CLC Harry Potter Book Night.docx](#)
- [4.1.c. CLC Summer Author Institute July 2019.jpg](#)
- [4.1.b. CLC Pirates Ahoy July 2019.jpg](#)
- [4.1.d. CLC Storybook Holiday 2019.jpg](#)
- [4.1.f. CLC African-American History Month 2020.png](#)
- [4.2.b. PBC proposal for Literacy.docx](#)
- [4.2.c. Faculty Senate approval PBC 3-4-20.docx](#)
- [6.1.b. MEd Advisory 3-4-20.pdf](#)
- [6.1.c. PDS Advisory 3-4-20.pdf](#)
- [4.1.i. Impact of PALS program.docx](#)

Geography

AY 2020-2021 GEOG Annual Report

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Geography

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

AY2019-2020 Department of Geography Annual Report

Specify your Division/Department Goals Priorities.:

1] High-quality instruction in the programs leading to majors in Geography, Earth Science, Environmental Analysis and Planning, which allows students to develop a variety of skills in spatial analysis, application of field-based techniques and interpretation, analytical laboratory

practices, and the use of technology in addition to a clear understanding of key concepts and basic methodology. (Aligns with FSU Strategic Goal I)

2] Geography faculty will work to maintain, update, and improve the curricula associated with these outstanding programs. (Aligns with FSU Strategic Goal I)

3] The department aims to be a learning community in which all faculty, students, and staff – if they choose to do so – can benefit from a positive, supportive and intellectual environment. (Aligns with FSU Strategic Goals IIc and IVd)

Start:

7/1/2019

Providing Department:

Geography

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Engage students in applied, experiential, and interdisciplinary learning experiences

(Aligns with CLAS Action Priority # 1 and GEOG Goal #1)

2. Re-evaluate program learning goals for the Geography major

(Aligns with CLAS Action Priority # 1 and GEOG Goal #2)

3. Enhance classroom instructional environment to support student learning

(Aligns with CLAS Action Priority # 1 and GEOG Goal #1)

4. Explore articulation agreement opportunities with Maryland community colleges

(CLAS Action Priority # 5 and GEOG Goal #2)

5. Conduct outreach programs for K-12 students

(Aligns with CLAS Action Priority # 2 / Priority not connected to stated GEOG goal)

6. Support community & cultural enhancement through department-sponsored events

(Aligns with CLAS Action Priority # 2 / Priority not connected to stated GEOG goal)

7. Recruit and retain diverse and talented faculty and staff

(Aligns with CLAS Action Priority # 4 and GEOG Goal #3)

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

1. Number of courses offering such experiences.
2. Number of discussions leading to a formal decision on program learning goals
- 3a. Purchases designed to improve classroom instructional environment
- 3b. Non-monetary improvements to classroom instructional environment
4. Number of meetings leading toward an articulation agreement.
5. Number of activities in which department faculty engage with K-12 students.
6. Number of department sponsored & co-sponsored events
7. Outcome of faculty PIN search

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

N/A

What were the results?:

1. 18 courses in the department engaged students in experiential learning activities in AY 2019-2020.

GEOG 103 Physical Geography
GEOG 207 Physical Geology and Geomorphology
GEOG 208 Earth System History
GEOG 209 People, Places and Landscapes of Appalachia
GEOG 340 Soils
GEOG 360 Food Systems
GEOG 420 Topics in Mapping & Geospatial Sciences

GEOG 430/530 Surface Water Hydrology
GEOG 433 Surveying & Field Techniques
GEOG 452 Rural Geography
GEOG 454 Geography of Tourism
GEOG 470 Environmental Restoration
GEOG 473/573 Environmental Law
GEOG 472/572 Environmental Planning
GEOG 476 Fluvial/Coastal Geomorphology
GEOG 482 Senior Project I
GEOG 483 Senior Project II
GEOG 490 Special Topics in Geography

The department also supported student participation in our discipline's regional conferences in Catonsville, MD in October 2019.

2. The department only had one discussion about revising GEOG program learning goals. We were not successful advancing this action priority in AY 2019-2020.

3a. In Gunter 219, which is where our GEOG 103 labs are taught, we purchased a mobile lab station to help instructors demonstrate lab activities more effectively in a classroom constrained by heavy furniture. Organization bins were also purchased to better organize and label lab materials.

3b. In Gunter 219, on departmental request, Facilities re-configured the lab room closet to allow for more effective access and storage of lab materials, making sure they were fully utilized in classroom instruction. In Gunter 204, on departmental request, Facilities repositioned white board so that the entire board was available for instructional purposes (it had been 50% blocked by computer station).

4. Department faculty meet twice to identify a preferred partner for our first articulation agreement with a community college. We initiated contact with Cecil College to create an articulation agreement between their AS in Geosciences and our BS in Earth Sciences. This process included a video conference and one conference call with Cecil College. The agreement was formalized in January 2020.

5. The department engaged two events with K-12 students by 1] conducting a STEM outreach field trip to Frost Elementary and 2] by inviting K-12 students into the department for STEM explorations.

6. The department was engaged in two community and cultural enhancement events -- 1] co-sponsored a talk with the African American Studies program ("Decoding Media Gatekeepers and their Portrayal of Black Males in America") in February 2020. 2] As part of our stewardship of the Sodexho Environmental Lecture Series, the department had also planned for a talk and mini-

film festival on indigenous environmental futurism for April 2020, but it was postponed for a later date because of the COVID-19 pandemic.

7. The PIN search committee in the department had discussed and implemented best practices for securing a diverse candidate pool in our search. The geography professoriate is notorious for not reflecting the demographics of the national population or our student population. The result of our search is that we now have a second woman in a tenured/tenure-track position in the department. Instead of 1 woman among 8 tenured/tenure-track faculty, we are starting AY2020-2021 with 2 women out of 7 tenured/tenure-track faculty.

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) Our success in incremental improvements to classroom instructional environments had encouraged us to continue seeking updates to our classrooms in AY 2020-2021. Other priorities have been refocused on what is possible in an environment of reduced social interaction due to the coronavirus pandemic. See the AY2020-2021 departmental plan for full details.

2) We have allocated departmental monies toward classroom improvements. Spending freeze from March through May of 2020 limited our ability to completely follow through on classroom improvements. Other results did not affect the allocation or distribution of departmental resources.

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

The annual report was shared with department members via e-mail distribution. Feedback from the CLAS Assessment Committee on the AY2018-2019 report suggested that we have a weak internal communication plan surrounding our annual goals setting and evaluation. This feedback did not come until well into AY2019-2020. A new process has been implemented for AY2020-2021.

Evidence, artifacts, and or back up documentation:

Kinesiology

KREC Departmental Annual Report 2020

Specify your Division/Department Goals Priorities.:

Strategic Goals (2017-2020):

- To identify and implement program changes that are data guided, respond to market needs, and provide engaging professional experiences for the students. (Aligns with COE Goal #1 & #2 and University Strategic Plan Goal #1)
- To allocate resources (human, financial, and physical) to efforts that have a positive impact on faculty teaching effectiveness and yield a high return on investment. (Aligns with COE Goal #5 and University Strategic Plan Goal #4)
- To evaluate and improve current assessment processes to inform curriculum, programmatic, and resource allocation decision-making. (Aligns with COE Goal #6 and University Strategic Plan Goal #1)
- To promote and support educational activities that challenge our students to excel and engages them with the department, on campus and at the local, national, and international level. (Aligns with COE Goal #3 and #4 and University Strategic Plan Goal #2 & #3)

The strategic plan for the department was developed for 3 years.

Start:

7/1/2019

Providing Department:

Kinesiology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

<u>Strategic Goal</u>	<u>Priorities</u>	<u>Actions</u>
To identify and implement program changes that are data guided, respond to market needs, and provide engaging	- Explore the feasibility of providing program related support for professional or specialized certifications	Identify possible certifications for programs, their feasibility, affordability and student benefits for professional positioning.
		Develop a plan to evaluate the feasibility of integrating certification content into the curriculum

professional experiences for the students.		Assist with group exam applications, discount, locations of exam and other logistical elements of taking the exam.
	-Collect data to identify academic needs, changes, and revisions	Review and synthesize comprehensive assessment data to evaluate academic needs and make data based decisions for changes and revisions.
		Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with competition.
	-Assess experiential learning opportunities provided by department programs	Develop and maintain an inventory of all experiential learning opportunities provided by each program.
		At least 85% of the courses will provide an experiential learning component.
		Expand students involvement within local, state, and national professional associations
	- Expand experiential learning opportunities provided by department programs	Investigate opportunities for summer and Spring Break experiential opportunities for students through university programs (e.g. Study abroad, educational student services)
To allocate resources (human, financial, and physical) to efforts that have a positive impact on faculty teaching effectiveness and yield a high return on investment.	- Develop a system to provide faculty with assistance and financial support for teaching and professional development (full time and contractual faculty)	Identify new funding options to financially support teaching and professional development endeavors for full time and contractual faculty
		Develop a system where experienced faculty serve as mentors for younger/new faculty to assist with acclimation to the institutional and program operations and teaching.
		Have a department-level new faculty (tenure, tenure track, full time, and adjunct) orientation.
		Provide opportunities for engagement in workshops/training sessions focused on teaching effectiveness.
	- Explore options for interactive technology in the classroom	Apply for tech funds to support technology in the classroom
		Increase faculty training and use of technology that we currently have (e.g. Smart Boards training).
		Attend professional development opportunities to expand knowledge and skill in use of interactive technology (conferences on the topic)

	-Inventory of available resources	Develop an inventory of all resources purchased with departmental funds Update the inventory on an annual basis
	-Assess return of investment for existing programs	Develop a yearly report format to assess programs in terms of enrollment, FTE production, costs, etc. that is consistent with University reporting procedures and usable by faculty.
	- Adjunct faculty handbook/assessment	Develop an adjunct faculty handbook by Fall 2019
		Develop an inclusion program for adjunct faculty to help make them more a part of the department.
		Schedule meetings with adjunct faculty each semester to discuss needs and expectations and meet again at end of semester to see whether needs and expectations have been met.
	- Improvement office spaces/ work environment	Secure external funding to improve office spaces/work environment
		With the building of the new COE building, the Cordts center needs a major over hall of its heating system. A plan need to be developed for the renovation of the heating and cooling system.
		Inventory what is needed in offices and evaluate budgetary abilities
	- Identify priority resource needswithin each program in the department	Each program will develop and maintain a prioritized list of resources needed.
To evaluate and improve current assessment processes to inform curriculum, programmatic, and resource allocation decision-making.	-Continued assessment and accreditation efforts to inform change and maintain accreditation for all programs	The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in developing and implementing annual program assessment that aligns with the university learning goals.
		Programs will conduct annual reviews and/or reports of assessment data to make data driven programmatic changes to maintain accreditation.
		KRAC will offer training as needed for new assessment tool(s).
To promote and support educational	-Support Student Organizations in their	Once each semester, the Department chair will host a meeting with the representatives of the student organizations in the

activities that challenge our students to excel and engages them with the department, on campus and at the local, national, and international level.	efforts	department
		Ensure each student organization has a faculty advisor.
	- Engage alumni with our programs	Contact alumni for help with internship opportunities, mentoring students, interview and resume evaluation, promoting programs and invite them to events sponsored by the department
		Set up an alumni reunion for the department with specialized activities for each program
	-Support guest Speakers	Continue utilizing the Wellner Scholar Award between all programs within the department

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

<u>Strategic Goal</u>	<u>Priorities</u>	<u>Actions</u>	<u>Time Frame</u>	<u>Measures</u>
To identify and implement program changes that are data guided, respond to market needs, and provide engaging professional experiences for the students.	- Explore the feasibility of providing program related support for professional or specialized certifications	Identify possible certifications for programs, their feasibility, affordability and student benefits for professional positioning.	2019	Report including possible certifications for programs to be completed by December 2019
		Develop a plan to evaluate the feasibility of integrating certification content into the curriculum	2018	Plan developed for including certification content into the curriculum by December 2018
		Assist with group exam applications, discount, locations of exam and other logistical elements of taking the	2018	A minimum of two assistance programs will be identified by December 2018

	exam.		
-Collect data to identify academic needs, changes, and revisions	Review and synthesize comprehensive assessment data to evaluate academic needs and make data based decisions for changes and revisions.	Every year	Program meetings will capture academic changes made based on assessment
	Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with competition.	2018	SWOT analysis completed by each program by the end of December 2018
-Assess experiential learning opportunities provided by department programs	Develop and maintain an inventory of all experiential learning opportunities provided by each program.	2018	An inventory of experiential learning opportunities completed by December 2018
	At least 85% of the courses will provide an experiential learning component.	2019	To observe a 10% increase each semester in the experiential learning opportunities provided in the department
	Expand students involvement within local, state, and national professional associations	Every year	Each program will provide at least one opportunity for students to get involve with local, state, and national professional associations
- Expand experiential learning opportunities provided by department programs	Investigate opportunities for summer and Spring Break experiential	2019	Number of programs developed by the program to support experiential learning opportunities in

		opportunities for students through university programs (e.g. Study abroad, educational student services)		summer and during Spring Break
To allocate resources (human, financial, and physical) to efforts that have a positive impact on faculty teaching effectiveness and yield a high return on investment.	- Develop a system to provide faculty with assistance and financial support for teaching and professional development (full time and contractual faculty)	Identify new funding options to financially support teaching and professional development endeavors for full time and contractual faculty	2019	Support provided to full time and contractual faculty once a year
		Develop a system where experienced faculty serve as mentors for younger/new faculty to assist with acclimation to the institutional and program operations and teaching.	2019	Survey of new faculty experience conducted by the department chair
		Have a department-level new faculty (tenure, tenure track, full time, and adjunct) orientation.	2019	Survey of new faculty experience conducted by the department chair
		Provide opportunities for engagement in workshops/training sessions focused on teaching effectiveness.	Every year	Number of university level teaching seminars/workshops attended by faculty (assess using faculty evaluation notebooks)
	- Explore options for interactive technology in the classroom	Apply for tech funds to support technology in the classroom	Every year	Total of funds obtained to support technology needs
		Increase faculty	Every	Faculty reporting

		training and use of technology that we currently have (e.g. Smart Boards training).	year	increased used of technology in the classroom in their evaluation notebooks
		Attend professional development opportunities to expand knowledge and skill in use of interactive technology (conferences on the topic)	Every year	Faculty reporting increased used of technology in the classroom in their evaluation notebooks
	-Inventory of available resources	Develop an inventory of all resources purchased with departmental funds	2017 - Completed	Inventory completed by December 2017
		Update the inventory on an annual basis	Every year	Inventory updated every year
	-Assess return of investment for existing programs	Develop a yearly report format to assess programs in terms of enrollment, FTE production, costs, etc. that is consistent with University reporting procedures and usable by faculty.	2019	Information collected and used for assessment and accreditation purposes per program
	- Adjunct faculty handbook/assessment	Develop an adjunct faculty handbook by Fall 2019	2019	Survey of adjunct faculty assessing preparateness for the job
		Develop an inclusion program for adjunct faculty to help make them more a part of the department.	2019	Survey of adjunct faculty assessing involvement with the department

		Schedule meetings with adjunct faculty each semester to discuss needs and expectations and meet again at end of semester to see whether needs and expectations have been met.	2019	Survey of adjunct faculty assessing satisfaction with their involvement in the department
	- Improvement office spaces/ work environment	Secure external funding to improve office spaces/work environment	2020	Grant applications developed and submitted by December 2020
		With the building of the new COE building, the Cordts center needs a major overhaul of its heating system. A plan need to be developed for the renovation of the heating and cooling system.	Ongoing	Developed recommendations for facility updates
		Inventory what is needed in offices and evaluate budgetary abilities	2020	50% updated office spaces
	- Identify priority resource needs within each program in the department	Each program will develop and maintain a prioritized list of resources needed.	2019	Reporting as part of assessment and accreditation work that emphasize resource needs
To evaluate and improve current assessment processes to inform curriculum, programmatic, and resource allocation decision-	-Continued assessment and accreditation efforts to inform change and maintain accreditation for all programs	The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in developing and implementing annual program assessment that	Every year	Each program will have an program assessment plan in place that aligns with the university learning goals

making.		aligns with the university learning goals.		
		Programs will conduct annual reviews and/or reports of assessment data to make data driven programmatic changes to maintain accreditation.	Every year	Program meetings focus on assessment results/ Program changes informed by data (number of proposals submitted by programs for academic changes)
		KRAC will offer training as needed for new assessment tool(s).	Every year	Each program reporting quality assessment information
To promote and support educational activities that challenge our students to excel and engages them with the department, on campus and at the local, national, and international level.	-Support Student Organizations in their efforts	Once each semester, the Department chair will host a meeting with the representatives of the student organizations in the department	Every year	Number of experiences/provide d by the student organizations
		Ensure each student organization has a faculty advisor.	Every year	Faculty evaluations reporting student organization advising efforts
	- Engage alumni with our programs	Contact alumni for help with internship opportunities, mentoring students, interview and resume evaluation, promoting programs and invite them to events sponsored by the department	Every year	Nr of alumni involved with the department; increase 10% from one year to another
		Set up an alumni	Every	Alumni

		reunion for the department with specialized activities for each program	year	feedback/reactions after the reunion
	-Support guest Speakers	Continue utilizing the Wellner Scholar Award between all programs within the department	Every year	Number of students engaged in the experience; track number of participants and student response to the experience

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

The results were assessed per action item. The department chair captured the results in a narrative format per action item and the document was shared with the faculty in the department. The faculty were given the opportunity to comment, add additional information as needed, and asked to provide input for making revisions to the strategic plan and recommendations for adding new strategic goals or revising the existing ones and the priorities and action items established. Working groups were formed and revisions were made to the plan.

What were the results?:

<u>Strategic Goal</u>	<u>Priorities</u>	<u>Actions</u>	<u>Time Frame</u>	<u>Measures</u>	<u>Results</u>
To identify and implement program changes that are data guided, respond to market needs,	- Explore the feasibility of providing program related support for professional or specialized certifications	Identify possible certifications for programs, their feasibility, affordability and student benefits for professional	2019	Report including possible certifications for programs to be completed by December 2019	Faculty in each program discussed possible certifications for their program. Only one partnership was found to be feasible, affordable and to benefit the students: The EXSS program became an NSCA ERP Recognized Undergraduate Strength and Conditioning Program (students will be able to sit for the NSCA exam at a discounted rate and the EXSS program will receive funds for each student that is taking the

and provide engaging professional experiences for the students .		positioning.			certification exam); Completed in FY 2019.
		Develop a plan to evaluate the feasibility of integrating certification content into the curriculum	2018	Plan developed for including certification content into the curriculum by December 2018	Completed in FY 2019: One new partnership was identified as feasible and was established. The EXSS program became an NSCA ERP Recognized Undergraduate Strength and Conditioning Program
		Assist with group exam applications, discount, locations of exam and other logistical elements of taking the exam.	2018	A minimum of two assistance programs will be identified by December 2018	Two assistance programs were identified: 1) The Athletic Training program has a fund established through the FSU Foundation to financially support students with their certification exams. 2) The EXSS students are able to sit for the NSCA exam at a discounted rate and the EXSS program receive funds for each student that is taking the certification exam. Completed in FY 2019.
	-Collect data to identify academic needs, changes, and revisions	Review and synthesize comprehensive assessment data to evaluate academic needs and make data based decisions for changes and revisions.	Every year	Program meetings will capture academic changes made based on assessment	Program changes were a result of assessment and accreditation work and reflecting student and market demands. Monthly department meetings were held and minutes provide evidence of the discussion had and program approvals. Monitoring of the new programs occurred, primarily for the combined program in EXSS and AT, MSAT, and the new concentrations in Recreation and Parks Management. Changes were made to the HPE program.

				<p>A major initiative was started in Fall 2019 exploring the possible collaboration between COE and Nursing.</p> <p>In Fall 2019, a visiting professor with a background in community health joined our department and we engaged in several discussions/meetings regarding the possibility of developing a community health option at FSU.</p> <p>In Fall 2020, as a result of these discussions the Health and Physical Education proposed significant changes to the program (the addition of three concentrations: health and physical education; health education and community health).</p>
	Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with competition.	2018	SWOT analysis completed by each program by the end of December 2018	The SWOT analysis were completed as part of the program reviews and the actions identified were integrated in our strategic efforts. We have decided to use the program reviews to avoid duplication of efforts.
-Assess experiential learning opportunities provided by department programs	Develop and maintain an inventory of all experiential learning opportunities	2018	An inventory of experiential learning opportunities completed by December 2018	The program coordinators were involved with this effort; an inventory completed (evidence included); each program provides for capstone experiences that are experiential – internships (Adv Sports, Health and PE, Rec and Parks, EXSS) and clinical experiences (Athletic Training).

		es provided by each program.			
		At least 85% of the courses will provide an experientia l learning component .	2019	To observe a 10% increase each semester in the experiential learning opportunitie s provided in the department	<p>Based on the inventory developed, more than 85% of our courses provide experiential opportunities and will continue to do so in the future.</p> <p>Recreation & Parks Management hosted a Halloween Party at City Place (more than 30 students were involved in this event).</p> <p>This effort was strongly impacted in Spring 2020 by Covid-19. The classroom based experiential opportunities were most impacted. Also, our EXSS program has requested the ability for students to take 4 courses instead of an internship which was approved for Fall 2020 and Spring 2021.</p> <p>To increase experiential opportunities for the students, the department applied for an FSU Foundation Opportunity Grant – Kid’s Night Out was the program proposed; this request was not funded.</p>
		Expand students involveme nt within local, state, and national profession al association s	Every year	Each program will provide at least one opportunity for students to get involve with local, state, and national professional associations	<p>The majority of our programs facilitated such opportunities for the students: Athletic Training – involvement with the Mid-Atlantic Athletic Trainers’ Association Annual Convention;</p> <p>Recreation and Parks Management – involvement with the Maryland Recreation and Parks Association and the National Recreation and Parks Association;</p> <p>Adventure Sports Management –</p>

					<p>involvement with the Mid-Atlantic Association for Experiential Education;</p> <p>Health and Physical Education – involvement with SHAPE Maryland</p> <p>Exercise and Sport Science - currently does not provide an opportunity for students to engage with a professional association.</p>
	- Expand experiential learning opportunities provided by department programs	Investigate opportunities for summer and Spring Break experiential opportunities for students through university programs (e.g. Study abroad, educational student services)	2019	Number of programs developed by the program to support experiential learning opportunities in summer and during Spring Break	<p>Experiences were impacted in Summer and Spring 2020 by the pandemic. All opportunities for experiential learning during Spring Break were canceled (trips were planned that had to be canceled).</p> <p>5 faculty applied for PELEF grants to support Spring 2020 experiences; all were approved but they were cancelled due to the pandemic.</p>
To allocate resources (human, financial, and physical) to efforts that have a positive impact on faculty	- Develop a system to provide faculty with assistance and financial support for teaching and professional development (full time and contractual faculty)	Identify new funding options to financially support teaching and professional development endeavors for full time and contractual	2019	Support provided to full time and contractual faculty once a year	Faculty agreed contractual faculty can request financial support for professional development and each request will be assessed on an individual basis. One full time contractual faculty requested support to attend a training program and all faculty agreed to use department funds to support the faculty.

teaching effectiveness and yield a high return on investment.	faculty			
	Develop a system where experienced faculty serve as mentors for younger/new faculty to assist with acclimation to the institutional and program operations and teaching.	2019	Survey of new faculty experience conducted by the department chair	A mentoring program was established by the Human Resources Department at FSU. Thus, a mentor was assigned for the two faculty that joined the department in Fall 2019. An evaluation of the program was not conducted due to the fact that it was initiated and supported by the HR office.
	Have a department-level new faculty (tenure, tenure track, full time, and adjunct) orientation .	2019	Survey of new faculty experience conducted by the department chair	<p>The department chair conducted an orientation with both faculty that joined the program in Fall 2019. Furthermore, the department chair conducted individual meets with all the new adjunct and part-time faculty.</p> <p>The COE started an initiative to engage all new faculty and their mentors in order to address any issues or concerns. An official survey was not conducted due to all the events that occurred in Spring 2020.</p>
	Provide opportunities for engagement in workshops/training sessions focused on teaching	Every year	Number of university level teaching seminars/workshops attended by faculty (assess using	<p>All department faculty participated in the following events:</p> <p>Fall 2019 Retreat - Building appropriate assessment rubrics (Kathe Rasch)</p> <p>Spring 2021 - Presentation on Mental Health issues to promote</p>

		effectiveness.		faculty evaluation notebooks)	<p>supportive environments (Tom Bowling)</p> <p>Faculty participated in various trainings for online teaching as well as hybrid teaching considering the move to online teaching in Spring 2020. One faculty participated in several Quality Matters trainings. Five faculty participated in the training offered for transitioning to hybrid teaching.</p>
	- Explore options for interactive technology in the classroom	Apply for tech funds to support technology in the classroom	Every year	Total of funds obtained to support technology needs	The department applied for teach funds: 30 Ipads were received in Fall 2019 and two interactive boards were added in two of our classrooms.
		Increase faculty training and use of technology that we currently have (e.g. Smart Boards training).	Every year	Faculty reporting increased used of technology in the classroom in their evaluation notebooks	<p>Training provided for the two interactive boards added in the classroom; faculty prefer the classrooms where the new interactive boards were added.</p> <p>Provided faculty support to use Canvas – one GA assisted a faculty that never used Canvas before.</p>
		Attend professional development opportunities to expand knowledge and skill in use of interactive technology (conferences on the topic)	Every year	Faculty reporting increased used of technology in the classroom in their evaluation notebooks	<p>Faculty participated over the summer in trainings to prepare for teaching hybrid courses.</p> <p>Due to Covid-19, faculty got trained and started using various web conferring tools: Teams, Big Blue Button and WebEx.</p>
	-Inventory	Develop	2017	Inventory	Inventory completed in 2017.

	of available resources	an inventory of all resources purchased with departmental funds	- Completed	completed by December 2017	
		Update the inventory on an annual basis	Every year	Inventory updated every year	The update is done annually by the administrative assistant.
	-Assess return of investment for existing programs	Develop a yearly report format to assess programs in terms of enrollment , FTE production , costs, etc. that is consistent with University reporting procedures and usable by faculty.	2019	Information collected and used for assessment and accreditation purposes per program	<p>Assessment of enrollment is done using Helio data; however, no information is available regarding program costs; thus, our assessment of program standing over time is based only on enrollment and students credit hours generated.</p> <p>The department chair presents enrollment data to faculty at the beginning of each semester.</p>
	- Adjunct faculty handbook/assessment	Develop an adjunct faculty handbook by Fall 2019	2019	Survey of adjunct faculty assessing preparatene ss for the job	The adjunct faculty handbook was completed by the administrative assistant and shared with adjunct faculty. An official survey was not conducted but we have noticed a reduction in the number of emails from adjunct faculty regarding timesheets (a topic often asked about).
		Develop an inclusion program for adjunct faculty to	2019	Survey of adjunct faculty assessing involvement with the	All adjunct faculty are included in the communication sent regarding faculty meetings and other items pertinent to faculty (e.g. technology needs, equipment needs). A survey was

		help make them more a part of the department.		department	not conducted due to lack of time (the events in Spring 2020 interfered with this effort).
		Schedule meetings with adjunct faculty each semester to discuss needs and expectations and meet again at end of semester to see whether needs and expectations have been met.	2019	Survey of adjunct faculty assessing satisfaction with their involvement in the department	Individual meetings were scheduled as needed. A survey was not conducted due to lack of time (the events in Spring 2020 interfered with this effort).
	- Improvement office spaces/ work environment	Secure external funding to improve office spaces/work environment	2020	Grant applications developed and submitted by December 2020	The department budget was used to make updates. We updated the offices for new faculty (2 offices) and minor improvements were made to one more office (as requested by faculty).
		With the building of the new COE building, the Cordts center needs a major overhaul of its heating system. A plan needed	Ongoing	Developed recommendations for facility updates	Initial discussions have started regarding the PE Building --- some renovations have already started (e.g. gyms) and the heating and cooling systems are being discussed as well.

		to be developed for the renovation of the heating and cooling system.			
		Inventory what is needed in offices and evaluate budgetary abilities	2020	50% updated office spaces	Faculty were asked to provide a list of needs and all were addressed. We updated 3 offices in total.
	- Identify priority resource needs within each program in the department	Each program will develop and maintain a prioritized list of resources needed.	2019	Reporting as part of assessment and accreditation work that emphasize resource needs	All programs were asked to develop a list of resources needs (as applicable). The Adventure Sports Management and the Health and Physical Education programs have developed such a list which was submitted to Lynn Ketterman (FSU Foundation office).
To evaluate and improve current assessment processes to inform curriculum, programmatic, and resource allocation decision-making.	-Continued assessment and accreditation efforts to inform change and maintain accreditation for all programs	The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in developing and implementing annual program assessment that aligns with the university learning goals.	Every year	Each program will have an program assessment plan in place that aligns with the university learning goals	All programs have an assessment plan and the first department assessment report that included results from all the programs was submitted in Summer 2020.

		Programs will conduct annual reviews and/or reports of assessment data to make data driven programmatic changes to maintain accreditation.	Every year	Program meetings focus on assessment results/ Program changes informed by data (number of proposals submitted by programs for academic changes)	A committee was formed and is overseeing this effort. Reports presented at the CECC meetings.
		KRAC will offer training as needed for new assessment tool(s).	Every year	Each program reporting quality assessment information	The committee has provided support as needed. Assessment is being discussed in our leadership meetings.
To promote and support educational activities that challenge our students to excel and engages them with the department, on campus and at the local, national, and	-Support Student Organizations in their efforts	Once each semester, the Department chair will host a meeting with the representatives of the student organizations in the department	Every year	Number of experiences /provided by the student organizations	One meeting held so far – with new developments at the COE level (meetings scheduled for COE student organizations), duplication of efforts/ meetings is a concern.
		Ensure each student organization has a faculty advisor.	Every year	Faculty evaluations reporting student organization advising efforts	Completed. Currently, the department has 3 student organizations that continue to be active.

international level.					
	- Engage alumni with our programs	Contact alumni for help with internship opportunities, mentoring students, interview and resume evaluation, promoting programs and invite them to events sponsored by the department	Every year	Nr of alumni involved with the department; increase 10% from one year to another	<p>We planned to invite alumni at the Spring Fling event. Unfortunately, the event could not be hosted in person; we recognized the students online – webpage: https://www.frostburg.edu/academics/colleges-and-departments/departments-of-kinesiology-and-recreation/additional-resources.php</p> <p>Be Like Bob Event was cancelled this year due to Covid-19.</p>
		Set up an alumni reunion for the department with specialized activities for each program	Every year	Alumni feedback/reactions after the reunion	<p>We have decided to use Spring Fling as an event to connect with alumni. The plan was to collaborate with FSU Foundation on the event. Unfortunately, we had to cancel the event.</p> <p>Two Tailgating events were organized in Fall 2019; at least 15 alumni of the department attended the events.</p>
	-Support guest Speakers	Continue utilizing the Wellner Scholar Award between all programs within the department	Every year	Number of students engaged in the experience; track number of participants and student response to the experience	<p>The Wellner Scholar event was canceled as due to Covid-19.</p> <p>Other events were organized: members of the Maryland Recreation and Parks Association visited our campus to share information about the benefits of becoming a member, learning about the conference and how it can help with networking in the field of Rec and Parks (30 students were engaged with this</p>

					event).
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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 upon the results?:

As a result of the strategic plan discussions focusing on results and progress made, the department revised the strategic plan. The revisions included the elimination of actions that have been completed and revisions were made to several action items, primarily focusing clarifying each action priority and defining measurements that can be completed in a timely manner. In addition, a strategic goal focusing on recruitment and retention efforts was added.

The focus on the upcoming year's plan is: to assess the experiential learning opportunities provided by the department; to provide faculty with assistance and financial support for teaching-related professional development; to support student organizations in their efforts and to engage in recruitment and retention initiatives.

In terms resource allocation, the department is committed to continuing to provide support for professional development while taking into consideration the budgetary constraints due to the pandemic.

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

The plan and results were discussed with the faculty at the faculty retreat in August 2020 and at various faculty meetings in Fall 2020. Furthermore, working groups were formed to discuss each goal of the strategic plan and provide revisions. The action items are captured in our agendas for department meetings and also the leadership committee discussions. Responsibilities have been assigned for each action item. Regular discussion and updates are being held during the faculty meetings.

Evidence, artifacts, and or back up documentation:

Attached Files

[Kinesiology and Recreation Agenda Faculty Meeting August 21 2019.docx](#)

[Kinesiology and Recreation Agenda Oct 8 2019.docx](#)
[Kinesiology and Recreation Agenda Faculty meeting March 10 2020.docx](#)
[FSU Invitation Visiting Faculty .pdf](#)
[KREC Experiential learning \[1\].docx](#)
[MRPA flyer 2020.pdf](#)
[Adjunct Handbook.docx](#)
[New Employee Checklist.docx](#)
[Department Kinesiology and Recreation Tech Fund Requests FY 2019.xls](#)
[KREC Graduate Institutional Learning Goals Report Spring 2020.docx](#)
[KREC Undergrad Assessment University Learning Goals 2019.docx](#)
[Spring Fling.png](#)
[FSU COE Newsletter Vol 3, No.1.pdf](#)
[MRPA flyer 2020.pdf](#)
[K&R LC Meeting Agenda September 2019.docx](#)
[K & R LC Meeting Oct 1 2019.docx](#)
[Grant Application Kids Night Out 2021.doc](#)

Nursing

New Departmental Annual Report Item 2019-2020

Specify your Division/Department Goals Priorities.:

Strategic Goals

FINAL

AY2019-2020

Long Term Goals

- **Develop initiatives to expand new programs.**
 - Discuss importance and benefit of developing an EdD in Nursing Education within the next four years (2025).
 - Implementation of a traditional BSN program (2023).
 - Discuss the feasibility of creating LPN-BSN online/blended and/or accelerated BSN programs (2023).
 - Develop certificate programs in psychiatric and mental health, family, education, and leadership (2023).
- **Determine organizational structure of nursing in terms of fiscal and human resources to support future program growth (2023).**
- **Discuss the feasibility of converting Brady Health Center to a community health center (2023)**

Short Term Goals

- **Develop initiatives to expand new programs.**
 - Begin development of a collaborative DNP with Salisbury University within two years (2022).
 - Develop a collaboration with Salisbury University to increase the numbers of students in the PMHNP program (2022).
- **Continue to develop partnerships with community colleges.**
- **Continue to strengthen relationships with community organizations to improve clinical outcomes.**
- **Continue to refine the faculty and staff development strategy.**
- **Enhance student retention and recruitment strategies.**
- **Maintain a culture of accreditation readiness at all times.**

Start:

7/1/2019

Providing Department:

Nursing

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

See attached document below.

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

Feedback from CCNE; Systematic Evaluation Plan (SEP), student learning outcomes (aggregate SLO data, standardize tests scores (BSN), clinical experience), student satisfaction and achievement (graduate exit and alumni surveys), anecdotal and formal mid-term and final nurse practitioner student satisfaction feedback, employer satisfaction, completion rates, retention rates, employment rates, faculty outcomes, enrollments, retention rate, and execution of deliverables as set forth in the goals and action priorities.

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

Results were assessed by the assessment and SEP committee members in fall 2019 and spring 2020 through analysis of the aggregate data collected from the metrics listed above during the 2019/2020 AY.

What were the results?:

See the action priority update attached.

See the attached SEP for overview of programmatic effectiveness.

SLO and other metrics as described above can be viewed in the nursing graduate and undergraduate student learning outcome assessment plans within CA.

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 successful continuation of new programs, grant initiatives, and additional community college partnerships has led to potential new programs to plan and implement in the department which include but are not limited to the continued pursuit of a partnership with Salisbury University for doctoral education, traditional BSN program planning to begin fall 2020, continuation of the FSU/ACM partnership.

The retention rate for the BSN program was above the 70% threshold. This will continue to be a metric for the strategic plan.

We continue to pursue a sustainability plan to ensure current programs are supported and there continues to be opportunities to grow and expand.

Resource allocation has been considered in the form of grant funding for the 2020/2021 AY. The DoN wrote and was awarded a competitive institutional grant to support the planning of a traditional BSN program. Sustainability continues to be addressed to support both current and future programs.

The E&HS building simulation lab plans have been completed, but we continue with additional meetings regarding placement of technology and equipment. As discussions of the new building have ensued, discussions regarding the a collaboration between the COE and the DoN regarding a health promotion concentration. In addition, Brady Health and the DoN plan to investigate the feasibility Brady as a work-study site for future pre-licensure nursing students.

Discussions regarding the restructuring of the DoN with the CLAS Dean, Provost Office, and Finance Department to ensure human and fiscal resources have occurred to sustain current programs and grow future programs as well as maintain efficiency and streamline workflow. A formal plan has not yet been implemented for university support once the grant funding ends to support both positions and operations.

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/retreat Department of Nursing meetings each year. 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. Once the Department of Nursing has completed the review and annual report, the information is shared with the Dean's Office for their review and posting.

Evidence, artifacts, and or back up documentation:

Attached Files

[DON Action Priorities Alignment Doc AY2020 2021 FINAL 092020.docx](#)

[DON Action Priorities Alignment Doc AY2019 2020 FINAL 092020 Outcomes.docx](#)

[Strategic Goals 2020 2021 FINAL 092020.docx](#)

[Systematic Evaluation Plan SEP Fall 2019 11142019 review Spring 2020 review 2019 2020 AY.docx](#)

Physician Assistant Medicine

New Departmental Annual Report Item for 2019-2020

Specify your Division/Department Goals Priorities.:

1. Recruitment and retention of students (aligns with CLAS goal 5 and University strategic goal 4)
2. Recruitment and hiring of faculty (CLAS goal 4 and University strategic goal 4)
3. Compare student success on formative PACKRAT exam compared with national average as a predictor for passing the national certification exam (aligns with CLAS goal 1 and University strategic goal 1)

Start:

7/1/2019

Providing Department:

Physician Assistant Medicine

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Update website
- 1b. Seek student feedback
- 1c. Provide outreach programs to community to recruit students
- 2a. Hire Full time tenure track faculty (FTTT)
- 2b. Recruit principal faculty
- 3a. Administer formative PACKRAT exam in June 2020 to didactic students transitioning to clinical phase of education
- 3b. Compare results of FSU students to national average
- 3c. Provide feedback to students on area of concern for additional study

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

- 1a. Number of changes made to the website
- 1b. Number of surveys to collect objective and subjective data from students
- 1c. Number of students applying from Frostburg
- 2a. Number of FTTT hired
- 2b. Number of applicants for principal faculty positions (i.e. effective recruitment strategies)
- 3a. Number of students taking PACKRAT exam
- 3b. Compare results (scores) of FSU students to national average and predictive scores for national certification exam success.
- 3c. Number of students falling below national average notified on areas of deficiencies

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

N/A

What were the results?:

- 1a. The website was updated with an introductory letter by the Program Director. A current photo and bio for each faculty/staff was added to the website. ARC-PA links updated to stay in compliance with new accreditation standards. Updates were made for the pandemic to reflect changes in acceptance of P/F instead of letter grades for certain courses. Changes were made to reflect the delays in the ability to take GRE during the pandemic. The requirement for three Letters of Recommendation was reduced to two as many healthcare providers normally providing LORs had their attentions focused on addressing the pandemic.
- 1b. Discussion with faculty/staff on how to improve the website included adding pictures and bios per Dean Hixson's suggestion. Student feedback was generally limited to not finding the webpage easily or not looking for the website prior to contacting the program for more information.

1c. The number of FSU graduates applying to the program was 5 in 2019-2020 compared with 6 in 2018-2019. The overall number of students applying to the program doubled from 322 in 2018-2019 to 653 in 2019-2020. This number reflects verified/qualified candidates for the program. The number of applications remained fairly consistent between 800-1000 but either the candidate was not qualified on review of the application or they did not complete the process prior to the due date. (See attached file below.)

2a. DPAM hired two faculty in 2019-2020. Mr. Kearney was hired in January 2020 as a FTTT principal faculty as per our accreditation needs. Mr. Bunnell was hired as a FTTT in February 2020 to replace the Principal Faculty/Clinical Coordinator who left in December 2019.

2b. Search Committee data for the two faculty positions filled in 2019-2020:

Principal Faculty

Open 7/2/19 Closed 8/2/19

4 applicants

4 interviews

Clinical Coordinator

Open 11/11/19 Closed 12/11/19

1 applicant

1 interview

3a. The number of didactic students taking the formative PACKRAT exam prior to transitioning to clinical year was 25 students.

3b. Please see attached Composite Scores for FSU formative PACKRAT exam and separate file on national averages. Looking at the performance compared with the national averages, the FSU PA Program is below average in all "Task" measures. The program is also below the national average in all specialties except Infectious Disease and Psychiatry/Behavioral Health.

3c. All students received individual scores with a review on all areas of testing. Scores were provided in private meetings with their advisor to review their scores and develop strategies to learn in areas of deficits.

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. Continued focus on updating website to adhere to new accreditation standards released in September 2020. Will create a virtual "open house" for prospective students to view in lieu of in person meetings due to pandemic and also creating opportunities for students outside of the geographic area the ability to see the program site and "meet" faculty.
2. The university strongly supported the resources needed to meet accreditation requirements for adequate faculty. We continue to face difficulty in recruiting/retaining qualified faculty for the PA Program, however. There is a national shortage of PA educators which impacts most programs in the country. As we have so few programs in Maryland, the pool of available qualified faculty may also be limited as this is not a career choice for many PAs. PAs in the practice setting make a much higher salary than in education and it is often a barrier to recruitment. The PAs in Leadership and Learning Academy, a program created by UMB, has been a primary source of finding qualified faculty. They recruit approximately 4-5 fellows per year but this may not meet the demand for faculty in the state.
3. The results of the first cohort on the PACKRAT exam were disappointing, but a great growth opportunity for both faculty and students. We learned that our Patient Assessment and Diagnostic Methods course needs to be improved significantly in order to meet learning of "Task" areas of the exam as all were deficient. Also, due to COVID we were unable to do many of the task-oriented learning due to inability to meet in person during the summer courses. The summer courses are intended to prepare students for clinical rotations (primarily hands-on skill): Surgical Intensive, Emergency Medicine Intensive, and Transition to Clinical Practice courses which were taught remotely prior to the PACKRAT exam. We also noted that areas of specialties that had the largest deviation from national averages were some of the topics that were taught in the beginning of the program when many students were still adjusting to the rigor of the PA program and creating new study habits. We have addressed these deficiencies by creating "grand rounds" lectures to re-address topics learned at the beginning of the program, guest lecturers, end-of-rotation lectures, and participation in the UMB-PALLA sponsored national certification exam review course.

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

Conveyed via email, weekly departmental meetings (admissions, hiring of faculty, and curriculum). Updated Deans and Associate Deans of CLAS on program progress.

Evidence, artifacts, and or back up documentation:

Attached Files

[10.15.20 Admissions Demographics Presentation.pptx](#)

[FSU C19 Formative PACKRAT CompositeScoreReport \(1\).xlsx](#)

[FSU C19 Formative Packrat Performance vs National Average.xlsx](#)

Social Science

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Social Science

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Social Work

New Departmental Annual Report Item for 2019-2020

Specify your Division/Department Goals Priorities.:

1. Conduct faculty search for Director of Field Education.
2. Follow up on 4+1 Plan
3. Preparation for internship
4. Assess development of new minor in Social Work

Start:

7/1/2019

Providing Department:

Social Work

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1 Submit PIN request
- 1.2 Conduct Faculty Search
- 1.3 Select Candidate, make offer

- 2.1 Contact potential partners within UMS
- 2.2 Choose a 4+1 partner

- 3.1 Dialogue with Field Instructors
- 3.2 Choose options

- 4.1 Contact other departments/programs on campus for input
- 4.2 Select potential courses for the minor

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

- 1.1 Was the PIN awarded?
- 1.2 Was there a successful faculty search?

1.3 Was a candidate selected?

1.4 Was offer accepted?

2.1 Were fellow UMS programs contacted? How many?

2.2 Was a 4+1 partner identified?

2.3 Has an agreement been completed?

3.1 Were Field Instructors contacted?

4.1 How many other depts were contacted?

4.2 Were potential courses identified?

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

NA

What were the results?:

1.1 Was the PIN awarded? Yes

1.2 Was there a successful faculty search? Yes

1.3 Was a candidate selected? Yes

1.4 Was offer accepted? The offer has been extended and we are waiting for the candidate's decision. The dean has made counter-offers to address the candidate's concerns.

2.1 Were fellow UMS programs contacted? Yes, 3 programs were contacted

2.2 Was a 4+1 partner identified? Yes, it was decided that Salisbury would be the best partner.

2.3 Has an agreement been completed? Mutual interest was established with Salisbury, but the pandemic has stalled the opportunity to move forward with a final agreement on the part of both our program and Salisbury. This will be carried over.

3.1 Were Field Instructors contacted? Yes

3.2 Was Field prep option chosen? There was no major change decided on, rather there has been added attention to this detail and the problem has been resolved. However, a new Director of Field Education is expected for Spring 2021, with the outgoing DoF overlapping one semester before retirement. So further change is inevitable.

4.1 How many other depts were contacted? The three primary departments of interest are Nursing, Sociology, and Psychology. Informal discussion has been positive in that a minor in social work is of interest to these other programs. Other departments may well be interested when the program is developed, but these are the three thought to be most relevant.

4.2 Were potential courses identified? Yes, we have a working list that has not yet been finalized. Progress was stalled by the pandemic, and this item will carry over to next year as it seems to have good potential.

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 Negotiations are ongoing, as the candidate has not yet accepted the terms of the offer. At this point it is expected to materialize. No additional resources will be required as the cost of the new hire will be more than made up by the retirement of the senior faculty member that is being replaced upon retirement.

1.2 The remaining focus is to secure the acceptance of the offer and orient the new faculty member

2.1 If and when a 4+1 program materializes with Salisbury the effect is expected to be positive in terms of student opportunities and benefits to attending Frostburg for their undergraduate degree and more smoothly moving to Salisbury's Hagerstown campus to complete the MSW. No direct resources are anticipated for this program.

3.1 Field Prep is now complete, but tentative in that a new DoF is needed Spring 2021.

4.1 Any formal proposal of a new minor in Social Work is tabled until next year. We simply did not have adequate time to devote to this proposal. No new resource requirements are anticipated at this time or in the future. The program is expected to be comprised of existing courses already required for the major.

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

This is a department with only 3 full-time faculty (for 75-90 majors), so all committees are a committee of the whole and we work together closely.

Evidence, artifacts, and or back up documentation:

Library

FY 2020 Lewis J. Ort Library Annual Report

Specify your Division/Department Goals Priorities.:

G. 1: Create a plan to formalize a robust information literacy program that focuses on student success and assesses students at all levels of information literacy understanding. (Aligns with University Goal # 1)

G. 2: Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support students' academic and personal growth and success. (Aligns with University Goal # 1)

G. 3: Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's mission. (Aligns with University Goal # 3)

G. 4: Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and local community. (Aligns with University Goal # 3)

G. 5: Participate in University initiatives to support sustainable assessment of institutional effectiveness. (Aligns with University Goal # 4)

G. 6: Promote a commitment to support the ongoing development and/or continuing education of all Library staff. (Aligns with University Goal # 4)

G. 7: Evaluate Library processes and workflows to facilitate better effectiveness in staffing, services, and building use. (Aligns with University Goal # 4)

Start:

7/1/2019

Providing Department:

Library

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

NOTE: Unless specific dates or fiscal years are given, these Action Priorities and/or Tactics reflect Ort Library activities during FY 2020.

G. 1. AP 1: Update assessment for ENGL 101/111

G. 1. AP 2: Create and implement assessment for ENGL 308 classes

G. 1. AP 2. T 1: Develop a post-instruction survey for the several ENGL 308 sections that receive library instruction

G. 1. AP 2. T 2: Implement survey as Google form via course LibGuides

G. 1. AP 3: Create video tutorials

G. 1. AP 3. T 1: ILC will identify areas where short video tutorials are beneficial

G. 1. AP 3. T 2: Videos will be recorded with available screencasting software such as *VidGrid*

G. 1. AP 3. T 3: Videos will be uploaded to a tutorial LibGuide and linked to the library website

G. 1. AP 4: Formulate a plan to invite/encourage teaching faculty from other academic disciplines to be members of Information Literacy Committee

Primary Responsibility for G. 1. Assigned To: Instruction Coordinators and Instruction Librarians

G. 2. AP 1: Conduct an assessment of library facilities that includes student input in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

G. 2. AP 1. T 1: Create a Library User Assessment Committee (LUAG) to coordinate a seating and space utilization project that will assess how students currently use the building and identify their recommendations for improving facilities and services.

G. 2. AP 1. T 2: Analyze the students' recommendations in conjunction with other student input for comparisons and additional data.

G. 2. AP 1. T 3: Utilize data from all identified sources to create a report with recommendations, a timeline and required resources to present to the Provost and President.

G. 2. AP 2: Improve the quality of and access to the Library's collections by conducting subject, format, and/or collection-based deselection that includes the incorporation of faculty and staff input. Outcome: Viable and refreshed collections.

G. 2. AP 2. T 1: : Evaluate specific collections identified as priorities from inventory

G. 2. AP 2. T 2: Post titles identified for withdrawal on Deselection webpage for FSU faculty & staff to review

G. 2. AP 2. T 3: Gather and evaluate feedback from FSU faculty & staff

G. 2. AP 2. T 4: Identify and withdraw items

G. 2. AP 2. T 5: Track progress and inform campus community.

G. 2. AP 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs. Outcome: Individualized approach to meeting each department's library needs.

G. 2. AP 4: Create a document that provides a roadmap detailing our vision for the Library 5 to 10 years – include the services, collections, programs, staff and collaborations needed/desired at each of these stages.

G. 2. AP 5: Incorporate new technology into the library to support and reinforce student learning.

G. 2. AP 5. T 1: Purchase 6 Chromebooks to circulate to students funded by the Student Technology Funds requested for FY 2020.

G. 2. AP 5. T 2: Assess the Library's technology to determine the need for enhancement.

Primary Responsibility Assigned To: Library Director, Associate Library Director for Research, Learning & Outreach, Collection Development Librarian and Acquisitions & e-Resources Management Department, Knowledge Organization & Metadata Services Department, Access Services & Resource Sharing Department and all staff may be involved

G. 3. AP 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

G. 3. AP 1. T 1: Continue to support the USM Hagerstown Center Library.

G. 3. AP 1. T 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

G. 3. AP 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs

G. 3. AP 2. T 1: Initiate a dialogue with the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs

G. 3. AP 2. T 2: Create a vision for the J. Glenn Beall Archives that identifies a plan for promoting the Archives and facilitates visibility for the Institute

G. 3. AP 3: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as schools, museums, archives, etc.

G. 3. AP 3. T 1: Encourage continued collaboration among Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library.

G 3. AP 3. T 2: Encourage collaboration between Ort Library and local, regional, and state organizations that supplement or support library services including the FDLP MD-DE-DC Region, Maryland Digital Library, and Maryland Association for Interlibrary Loan (MAILL).

G. 3. AP 3. T 3: Provide instruction and access to the Ort Library, including Special Collections, for local school students' research.

Primary Responsibility Assigned To: Library Director, Research & Learning Division, Library Technology Division.

G. 4. AP 1: Promote via social media and other means Library services, resources, and archival collections.

G. 4. AP 2: Seek and encourage events, opportunities to collaborate with academic departments/centers, cultural organizations and administrative units to enhance awareness of the Ort Library as a "vital place" on campus.

G. 4. AP 2. T 1: Establish rapport and outreach efforts with faculty in order to facilitate student access to Special Collections & Archives

G. 4. AP 2. T 2: Focus on engagement/learning through primary materials in Special Collections/Archives

G. 4. AP 2. T 3: Continue to partner with the Children's Literature Centre, Center for Literary Arts, Cultural Events Series, academic departments and other campus organizations.

G. 4. AP 2. T 4: Investigate the feasibility of establishing a fund account with the FSU Foundation for cultural sponsorships.

G. 4. AP 3: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into digital repository

Primary Responsibility Assigned To: Library Director, Ort Library Web Master, Special Collections Librarian/Archivist and other staff will be involved.

G. 5. AP 1: Create a plan to satisfy *Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.* (FY 2020).

G. 5. AP 2: Continue to assess the Library's impact on institutional retention efforts and student success.

G. 5. AP 2. T 1: Calibrate, apply and collect data from Information Literacy Assessment Rubric.

G. 5. AP 2. T 2: Investigate and select from results a realistic number of other methods for gathering qualitative and quantitative data.

G. 5. AP 2. T 3: Analyze data and report results.

Primary Responsibility Assigned To: Library Assessment Advisory Group, other library staff will be involved.

G. 6. AP 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP 1. T 1: Coordinate at least one development program per semester for all Library staff. FY 2020, we are planning Customer Service and Equity, Diversity & Inclusion training

G. 6. AP 1. T 2: Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

G. 6. AP 2: Develop a plan that identifies and incorporates practices that facilitate an environment that supports equity, diversity, and inclusion in the Library.

Primary Responsibility Assigned To: Library Director and supervisors

G. 7. AP 1: Establish a Service Desk on 3rd Floor that provides both Access and Research/Information Services to improve student access

G. 7. AP 1. T 1: Cross-train all Library staff

G. 7. AP 1. T 2: Assess and report the results

G. 7. AP 2: Establish a Help Desk on 2nd Floor to assist users with all forms of library equipment and answer basic directional questions

G. 7. AP 2. T 1: Cross-train all Library staff

G. 7. AP 2. T 2: Assess and report the results

G. 7. AP 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

G. 7. AP 3. T 1: Create a staff and departmental/unit restructuring plan that is reflective of the needs of 21st Century learners and researchers and places an emphasis on student success and well-being.

G. 7. AP 3. T 2: Identify critical staffing needs and create position descriptions and position justification forms.

G. 7. AP 3. T 3: Submit the plan and accompanying position justifications to the Provost.

Primary Responsibility Assigned To: Library Director, supervisors, and all staff will be involved.

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

G. 1. AP 1: Update assessment for ENGL 101/111

Metrics: The metrics are in the form of a pre-test and post-test that students complete prior to and after attending an ENGL 101/111 Information Literacy Instruction session in the Library. The results demonstrate changes in students IL literacy skills.

G. 1. AP 2. (T 1 & T 2): Create and implement assessment for ENGL 308 classes

Metrics: The metrics are in the form of a pre-test and post-test that students complete prior to and after attending an ENGL 308 Information Literacy Instruction session in the Library. The results demonstrate changes in students IL literacy skills and identify the effectiveness of the instruction.

G. 1. AP 3. (T 1, T 2, T 3): Create video tutorials

Metrics: The metrics for measuring this Action Priority will be the process of identifying the subject videos needed, the creation of the videos, the creation of a LibGuide to house the video tutorials and usage statistics.

G. 1. AP 4: Formulate a plan to invite/encourage teaching faculty from other academic disciplines to be members of Information Literacy Committee

Metrics: The metric for this will be the goals and procedures created by ILC that encourage faculty engagement in FY 2020/21.

G. 2. AP 1: Conduct an assessment of library facilities that includes student input in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

G. 2. AP 1. T 1: Create a Library User Assessment Committee (LUAG) to coordinate a seating and space utilization project that will assess how students currently use the building and identify their recommendations for improving facilities and services.

Metric for AP 1. T 1: The existence of the committee, charge, an assessment activities plan, & record of activities.

G. 2. AP 1. T 2: Analyze the students' recommendations in conjunction with other student input for comparisons and additional data. T 3: Utilize data from all identified sources to create a report with recommendations, a timeline and required resources to present to the Provost and President.

Metrics: The metrics will be the data collected as a result of the assessment activities and recommendations submitted to Provost and/or Facilities.

G. 2. AP 2. (T 1, T 2, T 3, T 4, T 5): Improve the quality of and access to the Library's collections by conducting subject, format, and/or collection-based deselection that includes the incorporation of faculty and staff input. Outcome: Viable and refreshed collections.

Metrics: The metrics will be subject specific spreadsheets of titles identified for withdrawal and posted on Library's Deselection website, resulting in faculty & staff feedback and the physical withdrawal of the items for recycling. The measure/metrics used to assess effectiveness: a. Identification of specific collections to evaluate materials to potentially withdraw from the Library; b. Conduct evaluation of specific materials to identify and recommend titles for potential withdrawal, and c. Develop procedures for materials evaluation and obtain faculty feedback.

G. 2. AP 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs. Outcome: Individualized approach to meeting each department's library needs.

Metrics: Progress will be measured by continuing to meet with 1-3 academic departments per semester and producing minutes as well as relevant reports that detail follow-up to action items identified. In addition, a summary report will be produced identifying trends and possible related action items after one-third, two-thirds, and all departments have participated.

G. 2. AP 4: Create a document that provides a roadmap detailing our vision for the Library 5 to 10 years – include the services, collections, programs, staff and collaborations needed/desired at each of these stages.

Metric: The metric for measuring the effectiveness of this action priority will be a report reflecting the research on the future trends of academic libraries, minutes from internal discussions, with final recommendations submitted to the Provost.

G. 2. AP 5. (T 1 & T 2): Incorporate new technology into the library to support and reinforce student learning.

Metrics: The metrics will be the acquisition or non-acquisition of new technology for the Library and records of usage data by students and staff.

G. 3. AP 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

G. 3. AP 1. T 1: Continue to support the USM Hagerstown Center Library.

Metrics: The metrics will be statistical evidence of items cataloged for the USMH Library's collections by our cataloging staff and the ongoing dialogue about circulation issues with the staff at the center.

G. 3. AP 1. T 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

Metrics: The metrics will be evidence of Ort Library staff participation in USMAI governance, attendance at meetings, and various forms of support for USMAI projects, programs, and other activities.

G. 3. AP 2 (T 1 & T 2): Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

Metrics: The metrics will be evidence of communication & collaboration with the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs, a plan for promoting the Archives that will facilitate visibility for the Institute, and the record of the various promotional activities.

G 3. AP 3: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as schools, museums, archives, etc.

G 3. AP 3. T 1: Encourage continued collaboration among Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library.

G 3. AP 3. T 2: Encourage collaboration between Ort Library and local, regional, and state organizations that supplement or support library services including the FDLP MD-DE-DC Region, Maryland Digital Library, and Maryland Association for Interlibrary Loan (MAILL).

Metrics for T 1 & T 2: Staff activities and documentation of collaboration such as, but not limited to, photographs, news articles, posters, grants, communications, etc. recording the number of activities and the results.

G. 3. AP 3. T 3: Provide instruction and access to the Ort Library, including Special Collections, for local school students' research.

Metrics: Metrics for this tactic will be a record of the number and type of instruction sessions and research consultations for local school students.

G. 4. AP 1: Promote via social media and other means Library services, resources, and archival collections.

Metrics: The evidence of effectiveness for this action priority will be the number of social media posts and other forms of publicity that promote the Library's services, resources, and archival collections.

G. 4. AP 2: Seek and encourage events, opportunities to collaborate with academic departments/centers, cultural organizations, and administrative units to enhance awareness of the Ort Library as a "vital place" on campus.

Metrics for T 1, T 2, & T 3: Staff activities and documentation of collaboration such as, but not limited to, photographs, news articles, posters, grants, communications, etc. recording the number of activities, participants, and the results.

G. 4. AP 2. T 4: Investigate the feasibility of establishing a fund account with the FSU Foundation for cultural sponsorships.

Metric: The metric will be documentation of communications with the FSU Foundation staff and the creation or non-creation of a fund account as a result of investigation.

G. 4. AP 3: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into digital repository

Metrics: The metrics will be evidence of communication & collaboration with the director of WHILBR and the record of Special Collections and Beall Archives digital assets included in the digital repository.

G. 5. AP 1: Create a plan to satisfy *Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.* (FY 2020).

Metric: The metric for this AP will be the creation of a plan for Library assessment of user satisfaction, with evidence of implementation and documentation of results.

G. 5. AP 2: Continue to assess the Library's impact on institutional retention efforts and student success. T. 1: Calibrate, apply and collect data from Information Literacy Assessment Rubric. T. 2: Investigate and select from results a realistic number of other methods for gathering qualitative and quantitative data. T. 3: Analyze data and report results.

Metrics for T 1, T 2, & T 3: The metrics for this AP will be the reports and recommendations for improvement generated from the assessment activities.

G. 6. AP 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP 1. T 1: Coordinate at least one development program per semester for all Library staff. FY 2020, we are planning Customer Service and Equity, Diversity & Inclusion training

Metric: The metric for this AP will be the successful planning and presentation of at least one staff development program/activity for attendance by all Library staff each semester in FY 2020. Evidence will include a record of the event and the number of staff who attended. Each activity is an internal Library event, separate from staff attendance at other FSU or USMAI events or participation in work required/related training or LINKEDIN webinars.

G. 6. AP 1. T 2: Support attendance, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events.

Metric: 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 2020 PMPs. Also, documented evidence of attendance at events.

G. 6. AP 2: Develop a plan that identifies and incorporates practices that facilitate an environment that supports equity, diversity, and inclusion in the Library.

Metric: The metric for this AP will include records of discussions, planning documentation, and evidence of activities within the Library to support equity, diversity and inclusion.

G. 7. AP 1: Establish a Service Desk on 3rd Floor that provides both Access and Research/Information Services to improve student access. Includes T 1: Cross-train all Library staff, and T 2: Assess and report the results.

Metrics: The metrics for this AP and tactics will be the physical evidence of redesigning the Circulation Desk and space on 3rd Floor to accommodate Research/Information Services staff to create the 3rd Floor Main Service Desk for all public services, the number of staff cross-trained to provide all services, and reports from assessment of success.

G. 7. AP 2: Establish a Help Desk on 2nd Floor to assist users with all forms of library equipment and answer basic directional questions. Includes T 1: Cross-train all Library staff, and T.2: Assess and report the results.

Metrics: The metrics for this AP and tactics will be the physical evidence of redesigning the 2nd Floor Media Desk to become a Help Desk with staff cross-trained to provide assistance with all forms of library equipment.

G. 7. AP 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

Metric: The metrics for this AP will be records of planning research and library staff discussions; evidence of activities related to restructuring, reorganization of staff responsibilities (proposed and actual), the position justification forms submitted to the Provost, and the positions filled.

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

G. 1. AP 1: Update assessment for ENGL 101/111

The assessment tools for ENGL 101/111 are in the form of a pre-test and post-test that students complete prior to and after attending an ENGL 101/111 Information Literacy Instruction session in the Library. The results of this action priority are assessed by whether or not revisions of the pre-test and post-test instruments are revised following an analysis of the data generated during the application of the existing tests from the previous semester with feedback from the English Department faculty.

G. 1. AP 2. (T 1 & T 2): Create and implement assessment for ENGL 308 classes

The assessment tool for ENGL 308 is in the form of a post-test that students complete after participating in the ENGL 308 Information Literacy Instruction session. The results of this action priority are assessed by whether or not an assessment instrument was created, implemented, and the analysis of the data.

G. 1. AP 3. (T 1, T 2, T 3): Create video tutorials

The process for assessing the results of this Action Priority and Tactics included recorded discussions by the members of the Information Literacy Committee to identify subjects that could be presented effectively in the form of videos, the number of subject videos created to add to existing videos on Canvas and the usage statistics generated showing the number of uses by faculty and students.

G. 1. AP 4: Formulate a plan to invite/encourage teaching faculty from other academic disciplines to be members of Information Literacy Committee

The results of this AP will be assessed according to the goals and procedures created by ILC that encourage faculty engagement in FY 2020/21. The work of the committee and the assessment of the results of this AP had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester.

G. 2. AP 1: Conduct an assessment of library facilities that includes student input in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

G. 2. AP 1. T 1: Create a Library User Assessment Committee (LUAG) to coordinate a seating and space utilization project that will assess how students currently use the building and identify their recommendations for improving facilities and services.

The results of this action priority and tactic were assessed by the creation of the committee responsible for conducting the assessment under the leadership of the newly hired (January 15, 2020) Associate Director for Research & Learning, the committee's charge, and records of their meetings/discussions to identify and research assessment activities done by other academic libraries and those that could be implemented at FSU.

The work of the committee and the assessment of the results of this AP had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff.

G. 2. AP 1. T 2: Analyze the students' recommendations in conjunction with other student input for comparisons and additional data. T 3: Utilize data from all identified sources to create a report with recommendations, a timeline and required resources to present to the Provost and President.

Once created, the Space Usage Committee's plan was to create e-surveys and in-person studies to be administered to the students beginning in Spring 2020 Semester, but the assessment of the results of Tactics 2 & 3 had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester.

G. 2. AP 2. (T 1, T 2, T 3, T 4, T 5): Improve the quality of and access to the Library's collections by conducting subject, format, and/or collection-based deselection that includes the incorporation of faculty and staff input. Outcome: Viable and refreshed collections.

The process of assessment leading to the results of this action priority subject included reviewing specific subject related spreadsheets of titles identified for withdrawal and posted on Library's Deselection website, resulting in faculty & staff feedback and the physical withdrawal of the items for recycling. Results were assessed by a. identification of specific collections to evaluate materials to potentially withdraw from the Library; b. conducting evaluation of specific materials to identify and recommend titles for potential withdrawal, and c. develop procedures for materials evaluation and obtain faculty feedback. The report on the Mathematics and Biological Sciences titles in the library was created for Phase 2 of the deselection project in August 2019. This report, consisting of over 3500 titles, included library resources in all formats. More information regarding the process is reported under the Results.

G. 2. AP 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs. Outcome: Individualized approach to meeting each department's library needs.

Recognizing the need to seek more in-depth feedback from the faculty regarding our services and collections, the Ort Library planned to continue the assessment strategy that involves identifying and inviting the faculty from one or two academic departments to lunches sponsored by the Library. Randy Lowe, as the Collection Development Librarian develops an agenda for the lunches with a list of topics to be discussed. Departments to be invited in a semester are advocated for and selected by the library faculty based on the existing or lack of a relationship with the Library for which collection development issues need to be addressed. With assistance from Virginia Williams, Cataloging Librarian, Randy creates a series of reports for each department listing the Library's holdings specific to their disciplines. These reports are shared with all of the faculty in the department in advance of the individual lunches. All faculty in the departments are invited to attend and venues outside of the Ort Library are chosen. Refreshments served at these meetings are paid for using funds from the Library's Development Fund.

Unfortunately, while two departments were scheduled to attend a lunch meetings, they had to be cancelled due to the onset of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and cancelling all in-person activities. Therefore, the assessment of the results of this action priority had to be postponed.

G. 2. AP 4: Create a document that provides a roadmap detailing our vision for the Library 5 to 10 years – include the services, collections, programs, staff and collaborations needed/desired at each of these stages.

Although different department supervisors had begun researching the literature, this action priority and the assessment of the results had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities. The effect of COVID-19 on how academic libraries provide services, including collection development priorities, will impact the library's vision for the next several years. It was agreed to postpone this action priority until post-COVID analysis can be included in FY 2022. Evidence of the work that had been started would include email communications regarding discussions, brief notes from department meetings, summaries of research conducted in the professional literature and identified from webinars and other virtual presentations.

G. 2. AP 5. (T 1 & T 2): Incorporate new technology into the library to support and reinforce student learning.

The process for assessing this Action Priority includes several activities: the Library Director and staff regularly discuss the condition and utilization of the facility and the status of the technology available to the students. While often occurring informally during the course of normal library operations, these discussions are formally included in our bi-weekly Librarians' Meetings, three annual All-Staff Meeting, and when the request for proposals for student technology funds is issued by the Office of Information Technology. In regard to adding new technology (T 1 and T 2), the OIT staff are always consulted for their opinions on the feasibility of installing new equipment or identifying the best equipment for the purpose. In FY 2020, the results of this action priority were assessed by surveying the library staff to determine student and staff needs for new technology in Fall 2019 Semester. The data was limited by the impact of COVID-19 resulting in reduced access to the library's physical space by students during Spring 2020 Semester resulting in a lack of usage statistics.

G. 3. AP 1. (T 1. & T 2.): Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

The results of this AP was assessed based on evidence of the Ort Library staff's participation in the governance structure of the USMAI Consortium of Libraries' at all levels throughout FY 2020; our involvement in significant joint initiatives with the other USMAI libraries; and our ongoing support of the library at the USMH System Center. A list of the memberships of library staff on USMAI advisory groups and sub-committees appears in the Results. The two primary projects conducted in FY 2020 by most participating USMAI institutions included an agreement to move forward on the acquisition of a new shared Library Management System and the process of budgeting and identifying additional e-resources for consortium-wide site licenses. The level of ongoing support of the library at the USMH System Center is assessed by the number of items cataloged by our staff for the USMH Library's collections and assistance provided by the Ort Library Access Services staff and the Cataloging Staff.

G. 3. AP 2. (T 1 & T 2): Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

The assessment of the results of this action priority will be based on evidence of communication & collaboration with the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs,

a plan for promoting the Archives that will facilitate visibility for the Institute, and the record of the various promotional activities.

G 3. AP 3. (T1, T2, & T3): Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as schools, museums, archives, etc.

Accomplishing this AP was assessed by documenting local, state, and regional libraries' or organizations' activities and events involving Ort library staff's participation in Fall 2019. A summary of these activities is included in the results. However, the results of this action priority were significantly impacted due to the effect of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and cancelling all in-person activities and other forms of collaboration, particularly with other organizations that closed completely during the pandemic.

G. 4. AP 1: Promote via social media and other means Library services, resources, and archival collections.

This action priority was assessed according to the level of visibility of improved signage in the Library, the creation of a draft of a brochure highlighting Ort Library's services as a prototype to submit to FSU's Media Services for professional assistance and publication, and the significant increase in the number of social media posts related to the Library by designated staff. Also, the Chair of the Library Advisory Group, Virginia Williams leads meetings with faculty and student representation and reports on the various initiatives of the library.

G. 4. AP 2: Seek and encourage events, opportunities to collaborate with academic departments/centers, cultural organizations, and administrative units to enhance awareness of the Ort Library as a "vital place" on campus.

Accomplishing this AP was assessed by documenting activities and events involving Ort library staff's in collaboration with academic departments/centers, cultural organizations, and administrative units in Fall 2019. A summary of these activities is included in the results. However, the results of this action priority were significantly impacted due to the effect of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and cancelling all in-person activities and other forms of collaboration on campus.

G. 4. AP 2. T. 4: Investigate the feasibility of establishing a fund account with the FSU Foundation for cultural sponsorships.

The results of this tactic will be assessed by the creation or non-creation of a fund account as a result of investigation.

G. 4. AP 3: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into digital repository

Although Liza Zakharova was able to complete some preliminary work in identifying photographs of local historical interest to share with Jill Craig of WHILBR, this AP was

postponed as a result of the onset of COVID-19, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment. The AP has been moved to FY 2021.

G. 5. AP 1: Create a plan to satisfy *Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.*

In Fall 2019, the instruction librarians continued to analyze the feedback which they had collected from the newly implemented Information Literacy Instruction Assessment Rubric to determine the effectiveness of the rubric. The evaluation of this assessment tool has been added to the data collected from several other methods of user satisfaction assessment in the form of student surveys, focus groups, and a marketing plan the Library administered in the previous year. The staff continues to analyze the results of all assessment methods individually and then comparatively. The assessment methods were also evaluated to determine their value as successful data gathering tools. The assessment of the results of this AP had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff. This AP is ongoing.

G. 5. AP 2: Continue to assess the Library's impact on institutional retention efforts and student success. T. 1: Calibrate, apply and collect data from Information Literacy Assessment Rubric. T. 2: Investigate and select from results a realistic number of other methods for gathering qualitative and quantitative data. T. 3: Analyze data and report results.

In Fall 2019, the instruction librarians continued to analyze the feedback which they had collected from the newly implemented Information Literacy Instruction Assessment Rubric to determine the effectiveness of the rubric. The evaluation of this assessment tool has been added to the data collected from several other methods of user satisfaction assessment in the form of student surveys, focus groups, and a marketing plan the Library administered in the previous year. The staff continues to analyze the results of all assessment methods individually and then comparatively. The assessment methods were also evaluated to determine their value as successful data gathering tools. The assessment of the results of this AP had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff. This AP is ongoing.

G. 6. AP 1. (T 1 & T 2): Seek opportunities and encourage all Library staff to participate in development activities in-person and virtually.

The results of this AP and two tactics are assessed according to the number and types of development activities promoted to the entire Library staff and those that are attended by the staff. Although COVID-19 eliminated opportunities to attend staff development activities in person beginning March 2020, the Library staff had numerous webinars and online training activities available to them for virtual learning. Lists of staff development opportunities provided during FY 2020 and those capitalized upon by staff are provided under the Results section.

G. 6. AP 2: Develop a plan that identifies and incorporates practices that facilitate an environment that supports equity, diversity, and inclusion in the Library.

The results of this AP is assessed using the records of discussions, planning documentation, and evidence of activities within the Library to support equity, diversity and inclusion. However, progress on this AP was impacted due to the onset of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work activities. This AP has been rolled over to FY 2021 & FY 2022.

G. 7. AP 1: Establish a Service Desk on 3rd Floor that provides both Access and Research/Information Services to improve student access. Includes T 1: Cross-train all Library staff, and T 2: Assess and report the results.

The assessment of the results for this AP and tactics will be the physical evidence of redesigning the Circulation Desk and space on 3rd Floor to accommodate Research/Information Services staff to create the 3rd Floor Main Service Desk for all public services, the number of staff cross-trained to provide all services, and reports from assessment of success. Though completed, this AP was impacted due to the onset of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff.

G. 7. AP 2: Establish a Help Desk on 2nd Floor to assist users with all forms of library equipment and answer basic directional questions. Includes T 1: Cross-train all Library staff, and T.2: Assess and report the results.

The assessment of the results for this AP and tactics was the physical evidence of redesigning the 2nd Floor Media Desk to become a Help Desk with staff cross-trained to provide assistance with all forms of library equipment. The number of staff cross-trained to provide all services, and reports from assessment of success. However, completion of this AP was impacted due to the onset of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff.

G. 7. AP 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

The assessment of the result of this AP are the records of planning research and library staff discussions; evidence of activities related to restructuring, reorganization of staff responsibilities (proposed and actual), the position justification forms submitted to the Provost, and the positions filled resulting in two vacancies being restructured and filled in early FY 2020. However, although different department supervisors had begun discussing changes to other staff responsibilities, the assessment of the results of this action priority had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities. It was agreed to postpone this action priority until post-COVID analysis can be included in FY 2022

What were the results?:

G. 1. AP 1: Update assessment for ENGL 101/111

The results of this AP are determined by whether or not revisions of the pre-test and post-test instruments are needed following an analysis of the data generated during the application of the existing tests from the previous semester that demonstrates how well students understood the content of the instruction. The Library's Coordinator of Library Instruction for First Year Students works closely with the English Department faculty for their feedback. The updated assessments developed for ENGL 101/111 include a pre-test and a post-instruction quiz. These updated assessments were implemented during the Fall 2020 semester and will be assessed in FY 2021. *Pre-test and post-instruction quiz screenshots included as evidence. [File for evidence "ENGL101-111 Evidence.pdf"]*

G. 1. AP 2. (T 1 & T 2): Create and implement assessment for ENGL 308 classes

The assessment tool for ENGL 308 is in the form of a post-test that students complete after attending the ENGL 308 Information Literacy Instruction session. Assessment was administered to sections of ENGL 308 that received library instruction in Fall 2019 and the early Spring 2020 semester. There were a total of 131 participants. The weakest point was a question about interlibrary loan (ILL), which may be due to question wording more than student understanding of ILL. *Survey results report included as evidence. [File for evidence "ENGL 308 Post Session Survey.pdf"]*

G. 1. AP 3 (T 1, T 2, T 3): Create video tutorials.

Video tutorials were created using *VidGrid* to address topics frequently taught during library instruction or frequently asked by students seeking assistance. Such topics include accessing library databases off-campus, using interlibrary loan, and a series of videos dedicated to the Library's OneSearch. Additional videos that focus on embedding online resources in Canvas were created to assist faculty and staff during the switch to online instruction during the Spring 2020 semester. All videos include closed captioning as well as a separate transcript, a handout version of the information presented in the video, and links for faculty to share with students or embed in their Canvas courses. A LibGuide was created to house the video tutorials in March 2020: <https://libguides.frostburg.edu/videos>. From March through the end of FY20, the guide was viewed 19 times. Due to the nature of the LibGuide, views for individual videos are not available. As a living document, new videos continue to be created as the need develops or is identified. The videos were heavily marketed to faculty beginning in the Fall 2020 semester to support online and hybrid teaching. As a continuation of this AP, we are working on a best practices document to guide further video tutorial creation in FY21. *Screenshot of first page of LibGuide included as evidence. [File for evidence "Videos.pdf"]*

G. 1. AP 4: Formulate a plan to invite/encourage teaching faculty from other academic disciplines to be members of Information Literacy Committee.

Due to the disruption caused by the onset of the COVID-19 pandemic, progress was not made on this AP during FY 2020. This AP was modified to seek meaningful contributions from faculty to the ILC versus membership on the committee and rolled over to FY 2021.

G. 2. AP 1. (T 1, T 2, & T3): Conduct an assessment of library facilities that includes student input in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

Following arrival of the new Associate Director for Research, Learning & Outreach in January 2020, the Library Space Assessment Committee was formed in late February 2020, with six members representing both the Library Technology Division and the Research and Learning Division. The first meeting was held on May 4, 2020. The committee continued to meet biweekly through June 2020, during which the members conducted a SWOT analysis of the library and the library's layout. The chair of the committee shared several articles or book chapters on the basics of research, specifically on how to gather data. The members conducted a literature search on library space utilization. The citations for, links to and summaries of the articles found during the literature search can be found the Committee's TEAMS page. The work of the committee, including the SWOT analysis, background reading and the literature search, also resides on this page. The charge to design assessment activities and plan for implementation of these activities was not completed. Due to the disruption caused by the pandemic to campus life and the resulting negative impact on space use data collection, the members agreed to put committee activities on hold for the remainder of FY 2020 until the library was open for full capacity to obtain accurate data on the usage of the building. This AP has been rolled over to FY 2021.

G. 2. AP 2: Improve the quality of and access to the Library's collections by conducting subject, format, and/or collection-based deselection that includes the incorporation of faculty and staff input. Outcome: Viable and refreshed collections.

G. 2. AP 2. T 1: : Evaluate specific collections identified as priorities from inventory

Library faculty and the Library Director participated in a series of planning meetings led by Randy Lowe that extended from April 2019 through August 2019 to identify an initial set of specific collections to evaluate and from which to recommend titles for withdrawal from the Library after receiving input from FSU faculty and staff. Procedures for implementing materials evaluations and obtaining faculty and staff input were also developed and finalized during this time period. The measure/metrics used to assess effectiveness: a. Identification of specific collections to evaluate materials to potentially withdraw from the Library: Library faculty determined that collections where subject material dated relatively quickly would be evaluated first. This included Computer Science, Health Sciences/Medicine, and Marketing/Finance/Accounting materials in all Library collections (except Special Collections/Archives) to be evaluated during the summer to request faculty and staff feedback during the fall 2019 semester (phase 1 of the deselection project). It also included a decision to evaluate Biological Sciences and Mathematics materials in all library collections (except Special Collections/Archives) during fall 2019 to request faculty and staff feedback during the spring 2020 semester (phase 2). b. Conduct evaluation of specific materials to identify and recommend titles for potential withdrawal; develop lists to post for faculty evaluation: Library faculty worked in teams to evaluate assigned collections and develop lists of titles recommended for

withdrawal. Phase 1 collection areas were evaluated during summer 2019, with title lists completed in August. The number of titles in the lists for the three subject areas totaled 14,106. Phase 2 collection areas were evaluated during fall 2019, with title lists completed in January 2020. The number of titles in the lists for the two subject areas totaled 5,520. c. Develop procedures for materials evaluation and obtain faculty feedback: A “Subject-Based Mass Deselection of Library Materials Initiative: Objectives, Guidelines, General Processes, and Timeline” was developed and completed to guide both internal (library) and external (faculty/staff review) deselection events.

G. 2. AP 2. T 2: Post titles identified for withdrawal on Deselection webpage for FSU faculty & staff to review

It was determined that the most practical and likely effective method to request FSU faculty and staff input regarding the titles recommended for withdrawal from the Library was to create a deselection website and send initiative announcements and feedback deadlines via the faculty and staff email listservs, as well as directly to applicable academic departments through the Library Liaison Program. The measures/metrics used to assess effectiveness: a. Create website and post title lists: A Library Materials Deselection website (<https://libguides.frostburg.edu/deselection>) was launched in August 2019 to provide an overview and detail the objectives of the initiative, provide deselection guidelines, criteria, and general procedures, and post deselection candidate title lists and instructions for faculty and staff to provide feedback, as well as deadlines for receiving their input. Phase 1 (Computer Science, Health Sciences/Medicine, and Marketing/Finance/Accounting) title lists were posted in August 2019. Phase 2 (Biological Sciences and Mathematics) title lists were posted in January 2020.

G. 2. AP 2. T 3: Gather and evaluate feedback from FSU faculty & staff

Messages to the faculty and staff email lists announced the deselection initiative asking for assistance in reviewing the lists of titles recommended for withdrawal to identify materials that should be retained by the Library. The measures/metrics used to assess effectiveness: a. Send requests for faculty and staff input via email lists and through the Library Liaison Program: An announcement asking for feedback on phase 1 (Computer Science, Health Sciences/Medicine, and Marketing/Finance/Accounting) titles was sent via the faculty and staff email lists on August 12, 2019. An announcement asking for feedback on phase 2 (Biological Sciences and Mathematics) titles was distributed on January 29, 2020. Both messages included a deadline of the last day of classes for each respective semester to receive feedback. (The phase 2 feedback deadline was extended to December 11, 2020 due to the COVID-19 pandemic that began in March 2020). Library faculty also sent direct messages to applicable departments at the same time. Updates and reminders were sent via the faculty email lists throughout both review (see Tactic 5 for dates). b. Receive feedback from FSU faculty and staff identifying specific titles to retain: Phase 1: Department-coordinated feedback was received from Computer Science faculty identifying titles for the Library to retain. In addition, library faculty again reviewed the title lists in January 2020 to identify any titles for retention that may have been missed in the initial evaluation. Phase 2: The feedback deadline was extended to December 11, 2020 (in FY 2021) due to the COVID-19 health pandemic.

G. 2. AP 2. T 4: Identify and withdraw items

Final withdrawal title lists for phase 1 (Computer Science, Health Sciences/Medicine, and Marketing/Finance/Accounting) were created in January 2020 and early February 2020 after incorporating faculty and staff feedback received as well as undergoing a final library faculty review. The phase 2 (Biological Sciences and Mathematics) review period was extended to December 11, 2020 (FY 2021). The measures/metrics used to assess effectiveness: a. Creation of withdrawal procedures: A “Subject Deselection Withdrawals Processing Procedures” document was completed on January 30, 2020 to guide both removal of records from the library’s online catalog as well as physical items from the building. b. Number of items withdrawn: Library faculty and staff withdrew 9,742 titles from phase 1 of the initiative by early March 2020. The deselected titles from Phase 1 of the deselection project were removed from Aleph in February 2020, after the librarians conducted a final review of the faculty recommendations. Virginia Williams worked with the USMAI CLAS staff to remove approximately 4,500 barcodes that identified the deselected titles and any records associated with these barcodes from Aleph. Six requests were submitted in the USMAI CLAS team to remove records from the Aleph database, resulting in the deletion of over 2,400 titles, according to the statistics provided by CLAS team when the requests were fulfilled. These titles represent items removed because of the Phase 1 of the deselection project, the review of titles located in both the Reference and Stacks collections, and the Maryland Audit Report review. Several reports were generated from this action, one being the report for the Acquisition Department which provided the value of the withdrawn titles. The other reports provided a list of errors that required manual deletion and a list of OCLC record numbers. The list of errors that required manual deletion was short, allowing the staff to easily resolve the problems. Virginia imported the OCLC numbers into the OCLC database to use the batch delete process to remove the library’s ownership code from the respective OCLC records. By doing so, our library collections are better represented in OCLC, the database used for interlibrary loan, thus improving our service in that area. Withdrawal of items from subsequent deselection phases will occur in upcoming fiscal years

G. 2. AP 2. T 5: Track progress and inform campus community.

Faculty and staff feedback received was systematically recorded during the review periods. The measures/metrics used to assess effectiveness: a. Recording of faculty and staff feedback: All feedback received was recorded on copies of the posted title lists recommended for withdrawal and archived on the Library’s shared network drive (P Drive). b. Messages sent to inform the campus community of updates and feedback deadlines: Messages related to phase 1 (Computer Science, Health Sciences/Medicine, and Marketing/Finance/Accounting) deselection activities were sent to the FSU faculty and staff email lists on August 12, 2019, September 6, 2019, November 19, 2019, and December 9, 2019. A phase 2 (Biological Sciences and Mathematics) announcement was sent on January 29, 2020. Additional messages related to this phase were planned for FY 2021 as the review period was extended due to the COVID-19 health pandemic.

G. 2. AP 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs. Outcome: Individualized approach to meeting each department’s library needs.

In FY 2020, the Ort Library intended to continue to seek more in-depth feedback from the faculty regarding our services and collections by inviting the faculty from one or two academic departments to lunches sponsored and paid for using the Library’s development fund account. In

Fall 2019, the Library Director and faculty invited the faculty from the Department of Communications and also the faculty from the Mathematics Department for separate lunch meeting to discuss the adequacy of our services and resources in support of their curricular and research needs. In preparation for these meetings, Randy Lowe and Virginia Williams created a series of reports for each department listing the Library's holdings that were specific to their disciplines. These reports were shared with all of the faculty in the department in advance of the individual lunches. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. In previous years, these meetings have resulted in the Library making changes to its subscriptions associated with those academic departments at the request of the faculty, researching additional relevant resources, reinforcing the existence of current databases and journal titles, and reviewing the benefits of existing services such as utilizing the Reserves Collection. Notes are taken online and the discussions are summarized in follow-up reports that were disseminated to the library faculty and academic departments. Unfortunately, due to the onset of COVID-19 that resulted in the closure of all facilities on campus in March 2020, both lunch meetings were cancelled for FY 2020.

G. 2. AP 4: Create a document that provides a roadmap detailing our vision for the Library 5 to 10 years – include the services, collections, programs, staff and collaborations needed/desired at each of these stages.

Under the direction of the Library Director, department supervisors were discussing a strategy for initiating this action priority when preparing for COVID-19 became the predominate crisis for us to focus on in March 2020, followed by the departure of the provost in May. Some departments, such as the Access Services & Resource Sharing department staff actively researched other libraries' organizational and strategic plans, organizational structure, and services and spaces while also identifying trends and anticipated student needs in higher education. Several common themes were identified in discussions. No formal documentation was drafted due to the onset of the pandemic.

The Cataloging supervisor for the Knowledge Organization & Metadata Services department read articles or attended webinars for information on future trends in libraries, including: "Reimaging the Academic Library"; attended the ALCTS/LITA/LLAMA online conference, "*The Exchange: Building the Future Together*" that included several presentations dealing with change, attended the 35th annual NASIG conference, and participated in the *RDA New Concept Series*, a series of 5 lectures on the major changes in the new cataloging guidelines. She also participated in the *Fundamentals of Metadata*, five week online course offered by ALCTS, which provided training on metadata standards, controlled vocabulary and metadata schemas. More detail regarding these programs are included in the attached list of staff development activities for FY 2020.

However, the effect of COVID-19 on how academic libraries provide services, including staffing needs, and collection development priorities, will impact the library's vision for the next several years. It was agreed to postpone this action priority until post-COVID analysis can be included in FY 2022, particularly since we are still impacted by our COVID-19 response throughout FY 2021.

G. 2. AP 5 (T 1 & T 2): Incorporate new technology into the library to support and reinforce student learning.

G. 2. AP 5. T 1: Purchase 6 Chromebooks to circulate to students funded by the Student Technology Funds requested for FY 2020.

Additional technology for student use was identified as a need in FY 2019 based on student feedback and current library practices at other USMAI institutions, which resulted in the request to purchase six Chromebooks to circulate to students in FY 2020. The Chromebooks were purchased with Student Technology Fee funds and were in the process of being formatted for a loan program via the Library's circulation system when the pandemic began. Loaning various equipment in short term loans to users was deemed a health risk as the equipment would require sanitation between users, thus the Chromebooks have not yet been circulated to students, though that is the intention once it is safe to do so, providing students with another, more flexible and mobile option for using technology in the Library setting.

G. 2. AP 5. T 2: Assess the Library's technology to determine the need for enhancement.

The Library Director follows several processes to assess the Library's technology to determine student and staff needs from informal discussions with staff to evaluate the availability, condition, and utilization of the facility and the status of technology to formal inclusion in our bi-weekly Librarians' Meetings, three annual All-Staff Meeting, and when the request for proposals for student technology funds is issued by the Office of Information Technology. The ability to consider technology purchases in FY 2020 was limited by the impact of COVID-19 resulting in reduced access to the library's physical space by students during Spring 2020 Semester and the lack of usage statistics.

G. 3. AP 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives:

G. 3. AP 1. T 1: Continue to support the USM Hagerstown Center Library.

The Ort Library's interaction with the USM Hagerstown Center changed as a result of the resignation of their library director. Tamara Doleman had assumed the responsibilities of running the library in addition to her regular duties in FY 2019. Access Services and Resource Sharing regularly shipped materials to and from the Hagerstown Center Library in response to requests for items. Amanda Bena, Access Services Librarian, provided circulation and technology support, as well as training to the acting library assistant at the Hagerstown Center Library during FY 2019 and FY2020. Bena also maintained contact with Ms. Doleman at the start of the pandemic to assist in implementing various strategies to mitigate closures and collection access.

Ort Library cataloging staff members also communicated with Ms. Doleman by telephone and email, providing support for database maintenance and explaining the cataloging process for library materials. The Ort Library staff cataloged and processed 34 titles for the USMH and deleted from the Aleph database the titles withdrawn from the University System of Maryland at Hagerstown library in 2017 by the former director. Because several of these titles were also a part of the USM at Hagerstown commitment to the initial USMAI Shared Print Retention Initiative, the department head requested permission from the USMAI Shared Print Retention subgroup to remove these titles. The request initiated a discussion within the subgroup to release the USM at Hagerstown library from its commitment to the Shared Print Retention

agreement. The subgroup agreed to release the Hagerstown library from its commitment because a part-time staff member, whose full-time responsibilities are in another area of USM at Hagerstown, oversees the library.

G. 3. AP 1. T 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

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 in which the FSU Library has participated and supported, not just financially, but with significant personnel involvement and leadership. FY 2020 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 served as the Chair of the Council of Library Directors (CLD) in FY 2019. Below is a list of the FSU staff participating in USMAI committees and some of the initiatives they co-chaired or participated in for FY 2020:

- Dr. Lea Messman Mandicott; Library Director: Former Chair of the Council of Library Directors (CLD) in FY 2020. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: USMAI Access Services Subgroup.
- Randy Lowe, Collection Development, Acquisitions, Serials and & eResources Librarian: Co-Chair, Resource Acquisition & Licensing Subgroup (RALS); Chair of RALS Ebook Group; RALS Assessment Group (Chair); and FSU Representative on USMAI Shared Print Initiative Management Committee.
- Lisa Hartman, Reference & Instruction, Government Documents Librarian: Member of the Reference & Instruction Subgroup.
- Amanda VerMeulen, Associate Director for Research, Learning & Outreach: Member of the User Experience Subgroup.
- Liza Zakharova, Special Collections Librarian/Archivist: Member of the MD-SOAR Committee.

USMAI joint initiatives in which the Ort Library staff provided leadership or participated include:

Shared Print Initiative Management Committee: Randy Lowe served as a member of the USMAI Shared Print Initiative Management Committee, which coordinated consortial activities related to the identification of circulating print monographs for permanent retention in the collections of participating libraries (including the Ort Library). In FY 2020, these included (1)

development of workflows for withdrawing lost books marked for retention and transferring retention commitments, (2) creating recommendations for program governance, and (3) developing recommendations for USMAI to potentially join the Eastern Academic Scholars' Trust (EAST) Partnership for Shared Book Collections. The measure/metrics used to assess effectiveness and the results: a. Completion of a project to inventory and stamp the 30,000+ books in the Ort Library's collection that are a part of the USMAI Shared Print

Initiative: Identification of titles to be retained occurred in FY 2018 with procedures for the project developed and inventory/stamping of titles conducted begun in FY 2019. The inventory of titles continued into FY 2020, with completion of the stamping of all 30,000+ titles occurring in June 2020 to identify them as being a part of the USMAI Shared Print Initiative and thus ineligible for deselection. b. Participate in coordinated collection management activities with other participating USMAI libraries: The Ort Library began participating in biannual program reallocation events held in January 2020 and June 2020, submitting lost book titles and reviewing those from other libraries to switch retention. The Ort Library assumed retention for seven books lost or damaged at other USMAI institutions, five from the January review and two from the June review. c. Participation in the development of program governance and recommendations regarding potentially joining the EAST Shared Partnership for Shared Book Collections: Governance documentation, including workflow procedures for transferring retention commitments were finalized in January 2020. A recommendation encouraging the USMAI Council of Library Directors to join EAST was submitted in March 2020 and approved; an MOU was signed between USMAI and EAST in April 2020 that will involve incorporating the USMAI program into the governance of this regional shared print program.

USMAI Shared Library Management System (Aleph) Database Cleanup: Virginia Williams oversaw the local versions of three major projects to clean up the data in the Aleph database in preparation for the future migration of the data to a new integrated library system. Virginia led the library staff in one of the projects to correct outdated processing statuses in the Aleph database that provided confusing or false information in the public catalog to library users. She also improved the database by removing or editing erroneous records to better reflect the contents of the various library collections. Virginia also monitored and submitted updates to the Marcive Government Publishing Office profile for the USMAI federal depository libraries.

MD-SOAR Shared Institutional Repository: In FY 2020, Liza Zakharova, FSU's Special Collections Librarian/Archivist joined the USMAI sub-group MD-SOAR Committee after FSU recommitted its participation in our institutional repository (IR) eScholarship@Frostburg. The results were an increased communication with FSU Faculty/Students/Staff on the existence of MD-SOAR, adding our yearbook collection to eScholarship@Frostburg, and several faculty members submitting their scholarly works to our IR. Special Collections Librarian/Archivist participated in quarterly meetings of the committee, learned more about DSpace and adding assets, and received technical help from USMAI SDR group. Special Collections Librarian also helped complete report presented to USMAI Council of Directors to get our MD-SOAR contract successfully renewed for an additional three years.

G. 3. AP 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs:

G. 3. AP 2. T 1: Initiate a dialogue with the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs

The Special Collections Librarian/Archivist, Liza Zakharova met the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs, Tim Magrath early in FY 2020. She promoted the J. Glenn Beall Jr. Institute for Public Affairs on our Library social media pages to commemorate its anniversary.

G. 3. AP 2. T 2: Create a vision for the J. Glenn Beall Archives that identifies a plan for promoting the Archives and facilitates visibility for the Institute

In November 2019 , Dr. Mary Anne Lutz was hired as a Library Services Specialist to work in the Beall Archives. For the several months she worked in the Archives before she had to leave due to COVID-19, she processed and described a number of collections found in the Archives and was instrumental in processing the Albert and Angela Feldstein Collection, one of our newest and most prestigious accessions documenting Presidential buttons and memorabilia. Publicity for the Feldstein collection also included an article published in *Profile*, a notice in *State Lines*, and plans for displaying the button collection for the upcoming election the following fiscal year.

Liza also worked with a student employee in the Library's Digital Lab to create a new brochure for Archives. The brochure was reviewed by the board for the J. Glenn Beall Jr. Institute for Public Affairs in Summer 2019, and Liza shared the brochures at the Faculty Senate's February 2020 meeting.

Liza also posted information related to the Archives' collections on Social Media and created a (physical) exhibit of pamphlets from the George Meyers Collections displayed on the 4th floor. The Special Collections Librarian/Archivist has maintained a rapport with George Meyers' niece Ellen Meyers and accessioned additions to the collection. Liza also researched and put together a proposal for an oral history project related to the J. Glenn Beall Family which the Library Director presented to the Institute Board at the end of FY2019. The proposal was received well and we hope to begin the program in FY 2021.

G 3. AP 3: Continue to support and seek opportunities to partner with local, state, and regional libraries or organizations with similar missions such as schools, museums, archives, etc.

G 3. AP 3. T 1: Encourage continued collaboration among Ort Library, the Allegany County Library System, the Allegany College of Maryland Library, the Frostburg Museum and the Allegany County Museum.

Throughout FY 2020, members of the Ort Library staff supported this AP 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 Ort Library continues to partner with the Allegany County Library System and the Allegany College of Maryland Library to promote and support OneCard, the initiative to accept a single library card from any of the three participating libraries for use in all three systems.

Shortly after being hired, Liza Zakharova, the Special Collections Librarian/Archivist was connected with the President of Frostburg Museum and Allegany County Genealogical Society through the previous Special Collections Librarian and received a tour of both facilities. From there, Liza became familiar with how to direct certain patron questions to those facilities. Liza has also served as an advisor on how to archive and organize Frostburg Museum Collections. In

Fall 2019, the Library Director and the Special Collections Librarian/Archivist worked with the Director of the Allegany Museum to successfully be chosen as one of the hosts of the Smithsonian's Traveling Exhibit: *Voices & Votes: Democracy in America*. Liza will be creating companion exhibits in April 2021 to be displayed at FSU and the Allegany Museum.

The Ort Library is also a participating member of the Western Maryland/Frostburg State University 2020 M.O.S.T. Institutional OER Grant initiative, the proposal for which was accepted in April 2020 in the amount of \$39,849. As a member, the Library Director collaborates with the library staff of Garrett College and Allegany College of Maryland in assisting the participating faculty from all 3 institutions in learning about the creation, and/or adoption and adaption of open educational resources and their application in the curriculum.

G 3. AP 3. T 2: Encourage collaboration between Ort Library and local, regional, and state organizations that supplement or support library services including the FDLP MD-DE-DC Region, Maryland Digital Library, and Maryland Association for Interlibrary Loan (MAILL).

As a part of the Federal Depository Library Program (FDLP) MD-DE-DC Region, Lisa Hartman, Government Documents Librarian participated in the Regional Reopening Meeting on June 20, 2020. The purpose of this meeting was for member libraries to compare notes and discuss issues related to receiving shipments and responding to document needs and offers during COVID-19 conditions. The annual meeting for the region, normally held earlier in the spring, was postponed until July 2020 due to the COVID-19 shutdowns. The Library Director is a past Chair of the Maryland Digital Library and also represents FSU on CALD, the Congress of Academic Library Directors in Maryland.

G. 3. AP 3. T 3: Provide instruction and access to the Ort Library, including Special Collections, for local school students' research.

In Fall 2019, the Special Collections Librarian/Archivist, Liza Zakharova hosted Dr. Matt Ravencroft's Mountain Ridge High School Historical Research Methods class in the Pearl F. Ort Center for Western Maryland History and Culture. The class project was centered around the Luke Mill. Students researched and recorded Special Collections documents for their documentary.

G. 4. AP 1: Promote via social media and other means Library services, resources, and archival collections.

The Library's Research & Learning Division began marketing library services, resources, and special collections on library social media platforms Jan-June of 2020. Example of posts included as evidence: 2020 Black History Month books featured in Main Floor display, Database webinar for students, Special collections Preservation Week post. [*File for evidence "Social media promotion.pdf"*]

The Ort Library's 4th floor and 2nd floor library display cases are dedicated to showcasing FSU's archival collections. Liza Zakharova regularly promotes local and regional history, FSU history, and Special Collections/Archives new accessions and collections through the Library's Facebook, Instagram, and Twitter accounts.

As Chair of the Library Advisory Group, Virginia Williams led meetings with faculty and student representation. Much of the agenda includes reports on the various initiatives of the library. Discussions include questions and suggestions from the members. Four meetings were held during FY 2020, the April and May meetings being cancelled to allow the members to adjust to the new instruction paradigm. Topics such as the Associate Director position search, outreach to the faculty for input on the deselection project, the department luncheons and underutilized journals were discussed. The Chair provided tours to the members of the new service desk arrangements and services and of the Special Collections and the Beall Archives during two different meetings

G. 4. AP 2: Seek and encourage events, opportunities to collaborate with academic departments/centers, cultural organizations and administrative units to enhance awareness of the Ort Library as a “vital place” on campus.

G. 4. AP 2. (T 1 & T 2): Establish rapport and outreach efforts with faculty in order to facilitate student access to Special Collections & Archives

Liza hosted two classes in the Special Collections & Archives during this period. Adam Lewis’s Geography 209 Class and Dr. Amy Armiento’s English 376 class. In both classes, the Special Collections Librarian explained the scope and mission of the Special Collections and Archives, gave a tour of the facilities, and pulled materials relevant to the class for students to look through.

G. 4. AP 2. T 3: Continue to partner with the Children’s Literature Centre, Center for Literary Arts, Cultural Events Series, academic departments and other campus organizations.

Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director continued to pursue opportunities to collaborate with other FSU departments/centers to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2020. In addition to the list of displays that appeared in every *StateLines* published this past fiscal year courtesy of Liza Zakharova, Dr. Theresa Mastrodonato and Amanda VerMeulen who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre and the Lane University Center to cosponsor and host the 6th Annual Harry Potter's Book Night on January 31, 2020, an event for hundreds of community children to celebrate the Harry Potter book series. Access Services and Resource Sharing staff and student employees assisted in the planning and execution of Harry Potter Book Night in conjunction with the Children’s Literature Centre and other campus units. Several ASRS team members greeted and directed guests, took coats, answered questions, and assisted with set-up and break-down of the event. Many of the inspirational designs that help to turn Ort Library into Hogwarts Castle are from the imagination and creativity of Emily Zumbrun in the Acquisitions Department. Over 500 community members attended the event. The 2020 Annual Report for the FSU Opportunity Grant funding the event is attached as evidence.

Under the leadership of Theresa, 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 cosponsor and host the annual Banned Books Reading held October 1, 2019. Approximately 32 students and faculty attended. Refreshments served at all of these events were paid for using funds from the Library's Development Fund. The Library continued its partnership with the FSU Center for Literary Arts

when it hosted a reading by Therese Fowler (historical novelist) on October 29, 2019, with approximately 42 guests attending. We also agreed to host two events in Spring 2020, poet Jon Sealy in March and poet Adam Day in April. Unfortunately, both in-person readings were cancelled due to onset of COVID-19 and were moved to online.

In March 2020, prior to the closure of FSU's facilities due to COVID-19, the Ort Library and the Cultural Events Series once again celebrated Irish American Heritage month with a performance by Dr. Greg Latta playing traditional Irish music on several of his classical instruments. The performance was hosted in the Library and attended by several members of the local community.

The Ort Library collaborated with the Office of Civic Engagement to host a George Washington reenactor on Constitution Day (Sept 17, 2019). He gave a talk outside the entrance to the library and then greeted students in the library where they received Pocket Constitutions and played a Constitution trivia game. Blog post and Tweet advertising the event provided for evidence. [File for evidence "Constitution day.pdf"] Approximately 33 guests attended the events.

The Library also collaborated as a leading partner in funding and providing access to a New York Times in Education subscription in collaboration with the J. Glenn Beall Jr. Institute for Public Affairs, ORIE 101-Introduction to Higher Education course, and the FSU Office of Civic Engagement in the Division of Student Affairs. This subscription, which began in August 2018, provided all student, faculty, and staff with access to all news content on NYTimes.com as well as teaching resources for instructors through a "New York Times in Education" site. This ensured that students had daily access to content published by a leading news organization practicing high professional journalistic standards. In addition to being a contributing funder, the Library coordinated site license negotiation, procurement, user access/support, and usage assessment for the subscription in both FY 2019 and FY 2020. Library faculty members and the Library Director also participated regularly in "Times Talks" coordinated by the Office of Civic Engagement, discussing current event issues based on New York Times articles with interested students, faculty and staff. The measures/metrics used to assess effectiveness and the results: The number of articles retrieved and cost per article retrieval in relation to other library subscriptions: The first two years of the subscription proved popular with 37,373 articles retrieved by students, faculty, staff in FY 2019, increasing to 41,734 articles read in FY 2020, leading all other library-managed full text content subscriptions in this metric. The cost per article retrieval in FY 2020 was \$0.10, one of only two subscriptions where this figure was under \$1.00.

G. 4. AP 2. T 4: Investigate the feasibility of establishing a fund account with the FSU Foundation for cultural sponsorships.

In FY 2020, the Library Director contacted Janelle Moffett, the Director of FSU Foundation Administration and Finance in University Advancement. Janelle provided data on the funds needed to create an endowment that would generate sufficient funds to support the Library's cultural sponsorships and collaborations. Since a \$10,000 endowment would only yield about \$400 in annual income, it was agreed that to rely on an endowment for support would not be feasible unless the Foundation were able to attract a significant donor. Janelle suggested continuing to apply for Opportunity Grant Requests as we have with Harry Potter Book Night. In March 2020, the Children's Literature Center and the Ort Library collaborated on submitting a Foundation grant request for \$4000 to help pay the costs for the 2021 Annual Harry

Potter Book Night event hosted by the Library. It was approved, however the 2021 event was cancelled due to the ongoing restrictions created by COVID-19.

G. 4. AP 3: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into digital repository.

This was not accomplished this fiscal year, however some prep work was accomplished with continued processing of the Mel Collins Collection (Special Collections) to organize materials to be sent to WHILBR (Western Maryland's Historical Library). This goal is in progress right now for this upcoming Fiscal Year. WHILBR librarian Jill Craig has a collection of historic bridge photographs from the Mel Collins Collection which were mailed to her. She is working with the Special Collections Librarian to create a WHILBR exhibit to be completed by the end of FY 2021. The exhibit is currently half complete.

G. 5. AP 1: Create a plan to satisfy *Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.* (FY 2020).

In Fall 2019, the instruction librarians continued to analyze the feedback which they had collected from the newly implemented Information Literacy Instruction Assessment Rubric to determine the effectiveness of the rubric. The evaluation of this assessment tool has been added to the data collected from several other methods of user satisfaction assessment in the form of student surveys, focus groups, and a marketing plan the Library administered in the previous year. The staff continues to analyze the results of all assessment methods individually and then comparatively. The assessment methods were also evaluated to determine their value as successful data gathering tools. The assessment of the results of this AP had to be postponed due to the impact of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff. This AP is ongoing.

G. 5. AP 2 (T 1, T 2, & T 3): Continue to assess the Library's impact on institutional retention efforts and student success.

In Fall 2019, the instruction librarians continued to analyze the feedback which they had collected from the newly implemented Information Literacy Instruction Assessment Rubric to determine the effectiveness of the rubric. In the Spring 2020 Semester, the updated rubric was tested on student papers from COSC 101. After the calibration of the COSC 101 papers, the final rubric was accepted by the LUAG and shared with all library faculty. Due to disruptions caused by the on-going COVID-19 pandemic full application of the rubric and data collection was not completed in FY 2020.

G. 6. AP 1 (T 1 & T2): Seek opportunities and encourage all Library staff to participate in development activities.

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 usually include an hour of updates, an hour of open discussion, and an hour for

training/professional development. During FY 2020, all library staff were presented with the following development or training activities: in August 2019, the primary focus of discussion during the All-Staff Meeting centered on the launch of the Library's new Main Services Desk on 3rd Floor and the 2nd Floor Help Desk. Library staff also received training on a new method for recording service statistics from Theresa Mastrodonato and an update on activities in the Special Collections/Archives from Liza Zakharova. The January 2020 All-Staff Meeting included an extended assessment of the recently combined Main Services Desk and the 2nd Floor Help Desk. The second half of the 3-hour meeting was a presentation by Ms. Robin Wynder on Understanding Equity, Diversity, and Inclusion. Ms. Wynder's training session was the inaugural event for the Library's action priority (G. 6. AP 2) to develop a plan that identifies and incorporates practices that facilitate an environment that supports equity, diversity, and inclusion in the Library. As stated earlier, the Library Director sponsors three of these half-day "retreats" during the year, however the third meeting that would normally have been scheduled during May or June 2020 was postponed due to the fact that the Library and other University facilities were still closed due to the COVID-19 pandemic.

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 program:

- Amber Harrison completed her MLIS degree in the University of Kentucky's School of Information Science Masters program in Fall 2019;
- Liza Zakharova completed her Masters degree in History from Sul Ross University in Fall 2019.

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 nonexempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, etc. Similarly, the library faculty will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations when offered. During this evaluation period, the Ort Library sent 4 staff, both faculty and nonexempt to Towson University in Maryland to attend the third annual Towson Conference for Academic Libraries (TCAL) in July 2019 and 3 faculty members to the Association for College and Research Libraries (ACRL) Annual Conference in Cleveland, OH. These professional development opportunities included registration fees and some travel expenses that were paid for by the Library. Other usual forms of professional development activities that were pursued by individual library faculty during the fiscal year include webinars and educational/training sessions. Many of the USMAI subgroups and advisory groups sponsor annual forums on trends or current issues of concern related to the specific functions of each group. Since we have several library faculty participating on these subgroups, many of them attend the forums and will take their supervisees with them. However, with the onset of COVID-19 in March 2020, all in-person professional development opportunities sponsored by the University or the USMAI were either moved to virtual events or cancelled. Many of the

professional conferences that the library faculty would normally attend, such as the American Library Association's Annual Conference and the ACRL regional conferences were held virtually. A comprehensive list of staff attendance and participation in staff development programs is attached as evidence.

G. 6. AP 2: Develop a plan that identifies and incorporates practices that facilitate an environment that supports equity, diversity, and inclusion in the Library.

Amanda Bena, Access Services Librarian, assisted in coordinating the Equity, Diversity, & Inclusion training that was presented by Robin Wynder of the FSU Center for Student Diversity, Equity, and Inclusion on January 22, 2020. All members of the ASRS team were in attendance and actively participated.

G. 7. AP 1 (T 1 & T 2): Establish a Service Desk on 3rd Floor that provides both Access and Research/Information Services to improve student access.

The second floor Reference Desk was merged with the third floor Circulation Desk during the Fall 2019 semester to become a single service point to enhance services for library users and provide a more streamlined mechanism for those seeking assistance from staff. All but three library staff members were trained on Main Desk functions and procedures, and subsequently assigned regular shifts at the Main Desk.

The assessment of the results for this AP and tactics will be the physical evidence of redesigning the Circulation Desk and space on 3rd Floor to accommodate Research/Information Services staff to create the 3rd Floor Main Service Desk for all public services, the number of staff cross-trained to provide all services, and reports from assessment of success. Though completed, this AP was impacted due to the onset of the COVID-19 pandemic in March 2020, resulting in all facilities on FSU's campus closing for the remainder of Spring 2020 Semester and a change in all staff work priorities as we readjusted our services to a virtual environment that involved significant planning and reassigning staff.

The cross-training for the Main Service Desk that was planned for all staff was put on hold. In May 2020, Access Services Librarian Amanda Bena and Associate Director for Research, Learning, & Outreach Amanda VerMeulen implemented Main Desk meetings involving all staff trained on the Main Desk up to that point. Through those meetings a guide was initially developed to provide consistent information for all staff working the Main Desk once the library reopened for the Fall semester. Additional areas of cross-training we identified at the May meeting that can be implemented once the pandemic is over and normal operations at the desk resume.

G. 7. AP 2 (T 1 & T 2): Establish a Help Desk on 2nd Floor to assist users with all forms of library equipment and answer basic directional questions

The library moved to a single service desk model during fall semester 2019. At this time, all research librarians moved from the reference desk on the 2nd floor to the Library Services Main Desk on the 3rd floor. This left the need for more student workers to cover the 2nd floor at the 2nd Floor Service Desk. We were able to increase the number of students from 8 (Spring 2019) to 11 (Fall 2019). With the 11 students we were able to cover all the hours that the library was

open. During Spring 2020, we continued with the students covering the desk until COVID-19 hit and the library closed. Once the library resumes normal operations (after COVID-19) we will resume the 2nd Floor Service Desk.

G. 7. AP 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

G. 7. AP 3. T 1: Create a staff and departmental/unit restructuring plan that is reflective of the needs of 21st Century learners and researchers and places an emphasis on student success and well-being.

Work on this began in FY20 in regard to discussions of the vacancy for the Associate Director position following the retirement of Pamela Williams. Amanda Bena, Access Services Librarian, researched and reviewed organizational structures and position descriptions at other libraries and within other library consortia to assist in restructuring the User Services division and updating the associate director position to align with needs and trends in libraries regarding research, information, and instructional services. This information was shared and discussed with the Library Director and the other librarians and resulted in a widely expanded role for the associate director position to include outreach and modernize research and instruction models. Following a successful search for the associate director position, research continued into identifying the role of the library within the university community and organizational restructuring beyond just the User Services division.

The Cataloging supervisor for the Knowledge Organization & Metadata Services department read articles or attended webinars for information on future trends in libraries, including: "Reimaging the Academic Library"; attended the ALCTS/LITA/LLAMA online conference, "*The Exchange: Building the Future Together*" that included several presentations dealing with change, attended the 35th annual NASIG conference, and participated in the *RDA New Concept Series*, a series of 5 lectures on the major changes in the new cataloging guidelines. She also participated in the *Fundamentals of Metadata*, five week online course offered by ALCTS, which provided training on metadata standards, controlled vocabulary and metadata schemas. More detail regarding these programs are included in the attached list of staff development activities for FY 2020.

G. 7. AP 3. T 2: Identify critical staffing needs and create position descriptions and position justification forms.

In March 2020, Randy Lowe began researching acquisition departmental staff organizational structures in various regional comprehensive university libraries in relation to a potential reclassification of one of the Library Services Specialist positions in the Ort Library Acquisitions & Periodicals Unit to an entry level librarian to create a level of oversight for the routine processes performed by department personnel. Randy also began to detail potential benefits, concerns, and consequences related to implementing such a change, but this work was suspended for the time being as the Library and Acquisitions & Periodicals Unit implemented operational changes made necessary by the COVID-19 health pandemic.

G. 7. AP 3. T 3: Submit the plan and accompanying position justifications to the Provost.

Although research was conducted by the supervisors of each of the departments, the majority of the work in this area was halted during the Spring 2020 semester due to the onset of the pandemic.

The effect of COVID-19 on how academic libraries provide services, including staffing needs, and collection development priorities, will impact the library's vision for the next several years. It was agreed to postpone this action priority until post-COVID analysis can be included in FY 2022, particularly since we are still impacted by our COVID-19 response throughout FY 2021. No formal documentation has been drafted reflecting the work done on this.

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?:

First, an overview of the focus of the Library's strategic planning in FY 2020 and the crippling impact of COVID-19 on the achievement of our goals:

As the list of results demonstrates, the Library was making progress in achieving many of its priorities for FY 2020 throughout Fall 2019 and the beginning of Spring 2020. Then, in March 2020, the COVID-19 pandemic became the primary focus of all FSU staff as administrators and supervisors immediately began preparing to move classes to online, staff to telework, and as many in-person services to a virtual environment. Preparing the campus to physically close at the end of March 2020, followed by intense planning for a safe but reduced reopening for Fall 2020 Semester demanded almost everyone's attention and consumed enormous amounts of staff energy.

To ensure the safety of FSU students and staff, Lewis J. Ort Library made several adjustments to its services and the physical space early in March 2020 to prepare for COVID-19. When the University moved to all online classes in late March, the Library facility was closed, but the staff continued to provide most of its services to students and faculty virtually through telework and by promoting our electronic resources. Our Research & Learning library faculty moved all research support services and information literacy instruction online using virtual chat services and teleconferencing. The Library's Access Services & Resource Sharing staff, as well as our Acquisitions staff worked with faculty virtually to find online alternatives to the resources they needed for use in their courses and research. The Library continued to purchase new acquisitions for the collections to support the curriculum, but the emphasis focused on increasing our already robust e-book and e-resources collections that allowed access to information online 24/7. In the summer, the access services staff implemented curb-side pickup so users, including members of the community could continue to borrow materials from our print and DVD collections.

Though we identified seven goals for the Ort Library to strive to make progress on during FY 2020, five goals and their accompanying action priorities were the primary focus for the Ort Library's FY 2020 strategic plan, of which several of them were impeded by the pandemic.

The first goal was to continue with the Library's assessment of its impact on student success and learning by conducting an assessment of library facilities that included student input in order to plan future building utilization that effectively fosters learning through redesigned spaces and supports the ways students work. With the arrival of the new Associate Director for Research, Learning & Outreach in January 2020, we created a Library User Assessment Committee under her oversight to coordinate a seating and space utilization project that would have assessed how students currently use the building and identify their recommendations for improving facilities and services. Unfortunately, COVID-19 interrupted all University functions in late March 2020, resulting in the campus moving completely online with virtual services. While members of the Library Space Committee were able to initiate their planning and research virtually, they were not able to engage the students for their input which is critical for this project. As a result, the most important component of this project, gathering student input through in-person studies had to be postponed for almost a year.

A second focus was to continue to improve the quality of and access to the Library's collections. With the commencement of the deselection project, the ultimate result we hoped to achieve was 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. This process, the procedures for which had been implemented, were carefully organized to be a methodical review of specific collections, involve important input from the faculty and to avoid inundating our small Technical Services staff in Fall 2019, as they prepared the thousands of outdated volumes for withdrawal. The timing of this strategic priority has increased in importance due to the potential of future renovations to the building. Part of this initiative involves reviewing spreadsheets of titles proposed for withdrawal and provided work that could be done virtually by Library staff teleworking when the campus was closed. However, there are times when the physical volume needs to be evaluated before deciding to withdraw it, and the physical process of removing the volumes from the shelf and placing them in recycling required staff to be in the building. As a result, a substantial phase of this project was stalled in March and the remaining of FY 2020 will the campus was closed due to COVID-19.

Action priorities that were also significantly impeded by the onset of COVID-19 were those that would have resulted in documents that a. provide a roadmap detailing our vision for the Library 5 to 10 years and b. create a staff and departmental/unit restructuring plan that is reflective of the needs of 21st Century learners and researchers and places an emphasis on student success and well-being. While both of these action priorities require extensive research, which could have been worked on while teleworking, the unknown impact that responding to a global pandemic will have on higher education in general and academic libraries for the next several years will require observation and discussion. We agreed that any final deductions to be made related to these action priorities would need to be postponed to include post-coronavirus analysis.

Naturally, goals and action priorities that encouraged collaboration, such as continued support of USMAI and other local, state, regional or national library initiatives; continued collaboration among Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library; and opportunities to collaborate with academic departments/centers, cultural organizations and administrative units on campus were abandoned in regard to any in-person events. Several off-campus organizations also moved to virtual only services and telework, limiting opportunities for collaboration.

Despite the pandemic, the Library was able to achieve success on our goal to initiate a consistent plan to better promote the Library's services, resources, and facilities through publications, marketing, and social media. It was cumbersome for the Library's Communication Committee to work with the Office of Publications to finalize the draft of the general promotional brochure since everyone was teleworking and the University's publicity focus was on the pandemic. However, newly hired staff with proficiency in social media worked with the Associate Director for Research, Learning & Outreach on identifying our online services and resources to promote using media outlets popular to students. The Special Collections Librarian/Archivist initiated new programs for posting social media messages related to the history of FSU. Since this work could be conducted virtually, the staff involved were able to make significant progress in improving our presence on social media without interference from COVID-19.

How have the results impacted operations (if at all)

Library operations were impacted by the results of many of our FY 2020 goals and actions priorities despite COVID-19. As a result of Goal 1, AP 3, the Library has developed or updated its existing video tutorials significantly and made them available to faculty on CANVAS. This was particularly timely or driven by the move from teaching primarily on campus to hybrid or completely online.

All of the activities described in the results for G2, AP 2 related to the deselection initiative have had and will continue to have important impacts on the Library's operations as we continue to engage faculty in the process of evaluating the subject collections with the intent of eliminating old, out-dated titles that are no longer relevant or factual. The result will be a refreshed, reduced collection, giving us the ability to remove shelving, open up space and provide enhanced work areas for students to collaborate and study.

The Library staff's ongoing participating and support of USMAI initiatives always impact the Library operations. In FY 2020, our participation in the USMAI Shared Print Initiative, preparations for the EAST Shared Retention Program and MD-SOAR has provided us with increased access to print resources and further enhances our ability to maintain a digital institution repository.

One of the goals that the Library made the most impactful progress on was Goal 4: Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and local community. Although many of the action priorities under this goal that the Library usually shares with other organizations and departments, both on campus and off, were disrupted by COVID-19, the Library's Research & Learning staff, Access Services & Resource Sharing Staff and the Special Collections Librarian/Archivist accomplished a great deal in improving our presence on social media and through other forms of promotion.

The most significant accomplishment of FY 2020 for the Library that has had the greatest impact was the completion of Goal 7, AP 1: Establish a Service Desk on 3rd Floor that provides both Access and Research/Information Services to improve student access. Planning for this consolidation of services and desks took over a year of research and careful planning on the part of most library staff. The necessary moves of staff and equipment, as well as cross training most staff were completed in the Summer 2019 at the beginning of FY 2020. We had Fall 2019 to

fully implement the changes created by the consolidation, assess the move, and make improvements, fortunately just prior to the onset of COVID-19. Overall, the consolidation was very successful for both the benefit of the library staff, services, and our users.

1) What is the focus for the upcoming year's plan:

As a result of the delay in achieving progress on FY 2020 action priorities caused by COVID-19 that forced University operations, including the Library to close facilities and perform work through telework, several of the Library's FY 2020 action priorities have been rolled over to FY 2021 or FY 2022 with some modifications.

Once again, our first goals continue with the Library's assessment of its impact on student success and learning. Information literacy instruction is one of the most important and effective programs the Library offers to support student learning so we have two goals and several action priorities that build upon the work we initiated in FY 2020 by implementing the assessment strategies created by the Research & Learning library faculty and continuing to build our library instruction tutorials on video for Canvas. In conjunction with the President's announcements of the proposed renovations to the Main (3rd) Floor of the Library, we will initiate those analyses of the library's facilities we had hoped to conduct in FY 2020 that include student input in order to plan for building utilization that effectively fosters learning through redesigned spaces that support the ways students work. New to the renovation plans to better support students is the move of the Honors Program from the Fuller House to the Library's 5th Floor in April 2021. Also, a significant part of the discussions related to the building in FY 2021 will be the intent to create an environment that is welcoming, inclusive, respects diversity, promotes anti-racism and contributes to the cultural competence of our students.

Another goal is to expand our promotion of the Library's services, resources, and facilities through publications, marketing, and collaborating with other organizations on initiatives and events. Staff with proficiency in social media will continue to work with the Associate Director for Research, Learning & Outreach on identifying services and resources to promote using media outlets popular to students. Although FSU is still limited in FY 2021 in regard to in-person activities and events, we will renew our commitments to collaborate with other libraries, local institutions, and campus departments, centers, and organizations to enhance awareness of the Ort Library as a "vital place" on campus, both as a physical space and online.

A third focus is the ongoing effort to improve the quality of and access to the Library's collections. The deselection project will continue with the completion of Phase 2: identifying titles for deselection from math and some of the life sciences for faculty review in Fall 2020 and the physical removal of the titles selected for withdrawal in Spring 2021; and the initiation and progression of Phase 3 (identifying titles for deselection from more science subjects for review by the faculty in Spring 2021). The ultimate result is to begin reducing 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. The timing of this strategic priority is important due to the potential of renovations to the building as we welcome the Honors Program to the 5th Floor of the Library.

Helping the University progress on two of its initiatives for FY 2021 through FY 2022 are also priorities for the Ort Library in the new fiscal year. In FY 2022, the University will be

submitting its periodic review to Middle States documenting its achievements since its last . Following the previous reaccreditation review in 2016/2017, Middle States included in its recommendations #14: “The University must assess user satisfaction of library services beyond usage statistics supporting student learning.” The Library has conducted numerous assessment strategies during this period and will focus FY 2021 on inventorying the resulting data. Also, the Ort Library has been an active partner in FSU’s ongoing efforts to promote and implement the use of Open Educational Resources (OERs) in the curriculum as identified in FSU Action Item 8: “Open Educational Resources and Learning Management Systems are integrated into most FSU courses.” During FY 2021, the Library will continue to support faculty interested in researching application of OERs and applying them in their courses. As in previous years, the Ort Library will also reinforce its commitment to encouraging and providing professional and staff development opportunities in FY 2021.

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

G. 1.: No additional resources were allocated in order to complete the AP’s associated with this goal other than hours of time devoted by the Library’s information literacy instruction faculty. Resources used to create the assessment tools and video tutorials were readily available through our campus computing environment.

G. 2.: Library personnel resources were allocated to support this goal and the accompanying AP’s with staff hours devoted to planning, implementing, and analyzing results of the different initiatives during regular work schedules in addition to all other responsibilities. With the onset of COVID-19 requiring the University to move to an off-campus protocol, several of the action priorities and tactics for this goal were put on hold. The action priority that requires fiscal resources in addition to staff time is the one that involves lunch meetings with designated academic department faculty and those were cancelled due to COVID-19. As a result, the foundation funds used to subsidize the lunches were not utilized.

G. 3. No additional resources were allocated in order to complete the AP’s associated with this goal other than hours of time devoted by the Library’s faculty to meet their committee obligations and to travel to meetings in Fall 2019 and early 2020, if required. With the onset of COVID-19 requiring the University to move to an off-campus protocol, several of the action priorities and tactics for this goal were put on hold. Many of the organizations, departments, and administrative units identified in the AP’s for this goal were also operating virtually or closed altogether in Spring 2020, limiting collaboration to virtual planning or work meetings.

G. 4: Prior to the onset of COVID-19 in March 2020 that eliminated on campus in-person activities, 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. The Library's Development Fund is sustained primarily through donations from the Library staff and not outside contributors. Funds were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for nonexempt staff. No additional resources were allocated in order to complete the AP associated with social media other than hours of time devoted by the Library’s staff to plan and create social media posts and other forms of promotion. With the onset of COVID-19 requiring the University to move to an off-campus protocol, several of the action priorities and tactics for this goal were put on hold for the remaining of FY 2020.

G. 5: No additional resources were allocated in order to complete the AP's associated with this goal other than hours of time devoted by the Library's information literacy instruction faculty.

G. 6: 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. Due to a cut in the Library's operating budget in FY 2020, library staff had already been informed that travel funds were not available from the library's operating budget to support staff development opportunities off campus, such as conferences and meetings.

G. 7: The processes involved in consolidating the Library's public services at the Main Service Desk on 3rd Floor did not require additional resources beyond the time provided by library personnel to plan and implement the moves of staff. Neither did establishing a Having lost two staff members to retirement and an unexpected resignation in FY 2019, the library submitted 3 position justification forms prior to the start of FY 2020. A thorough review of the job responsibilities assigned to the three vacancies resulted in significant alterations in the job descriptions for two library faculty with expanded responsibilities and an evening supervisor position. We were given permission to fill those vacancies and conducted successful searches during FY 2020. However, the library's operating budget and two endowment funds were significantly impacted by the need to hire 3 part-time contingent staff, one to staff the library on weekends, and two for the Special Collections/Archives department.

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;
- A copy of the communique is uploaded to the Library's P-drive and/or SharePoint 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;
- The Library's strategic plan is sent out to the staff periodically by email to remind staff to review those action priorities and tactics for which they are responsible.
- All staff are encouraged to provide input to issues of concern individually to the Library Director via email or in person, signed or anonymously.

The Library Director meets biweekly with her supervisor, the Provost and provides a written agenda via email prior to the meeting. Any issues and activities that require documentation, the Library Director will attach to the agenda for the Provost's review.

Evidence, artifacts, and or back up documentation:

Attached Files

[Library Goals for FY 2020 and Beyond 07112019 Final.pdf](#)

[ENGL101-111 Evidence.pdf](#)

[ENGL 308 Post Session Survey.pdf](#)

[Library Use Tutorial Videos LibGuide.pdf](#)

[Constitution day poster.pdf](#)

[Library Social media promotion.pdf](#)

[Library Goals for FY 2021 and Beyond Final 09302020.pdf](#)

[Harry Potter Book Night Grant Report 2020.docx](#)

[FY 2020 Ort Library Staff Development Activities.docx](#)

Office of Graduate Services**2019 Annual Graduate Services Report****Specify your Division/Department Goals Priorities.:**

1. In cooperation with the colleges, establish enrollment targets annually (by semester) with the goal of sustaining enrollment annually and reaching an aspirational goal of overall enrollment growth of 5% by 2025 - (830 headcount or 5% increase).
2. Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.
3. Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

Start:

7/1/2019

Providing Department:

Office of Graduate Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE)

1b. Communicate enrollment metrics throughout the enrollment cycle to key stakeholders (enrollment data reports)

2a. Work cooperatively with Colleges to identify new programs or delivery methods and guide and support document/application development for internal and external approvals.

3a. Maintain a student satisfaction rate of always helpful or mostly helpful of 80% or above on the FSU Student Experience survey. (measured in spring and fall of each year).

3b. Monitor conversion rates of admitted to enroll and maintain above 70%.

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

Goal 1: Enrollment # by headcount, credit hour and FTE - variance of actual enrollment vs. established targets (overall and by program)

Goal 2: # of new programs, program delivery modality changes/updates, program curriculum redesign

Goal 3: Student exit survey data. Benchmark target - 80% or higher in department. Enrollment data (conversion rates application to admitted and admitted to enrolled).

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

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE).

Assessment : Completion of enrollment targets by March

1b. Review census enrollment data and analyze results of actual vs. target and actual vs. prior year.

Assessment: Analysis of Enrollment Target vs. Actual enrollment by program

2a. Work cooperatively with Colleges to identify new programs or delivery methods and guide and support document/application development for internal and external approvals.

Assessment: # of new programs, modality changes and curriculum redesign/updated

3a. Maintain a student satisfaction rate of always helpful or mostly helpful of 80% or above on the FSU Student Experience survey.(measured in spring and fall of each year).

Assessment - Meeting student exit survey results- target 80% or higher mostly helpful or always helpful

3b. Monitor conversation rates of admitted to enroll and maintain above 70%.

Assessment: Meeting target of conversion rats 70% or higher.

What were the results?:

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE).

1b. Review census enrollment data and analyze results of actual vs. target and actual vs. prior year.

All targets by program were set by March 2018 by program for Fall 2019 and Spring 2020. See attached target document.

Enrollment for fall 2019 was up 80 heads and 76 FTE over 2018. This is a 12% increase in headcount and 22% increase in FTE. Credit Hour generation increased by 924 credit hours or 23%. This increase can be primarily attributed to the increase in enrollment in our Computer Science program, PA program and Nursing program.

Graduate Enrollment FTE 5 Year Trends

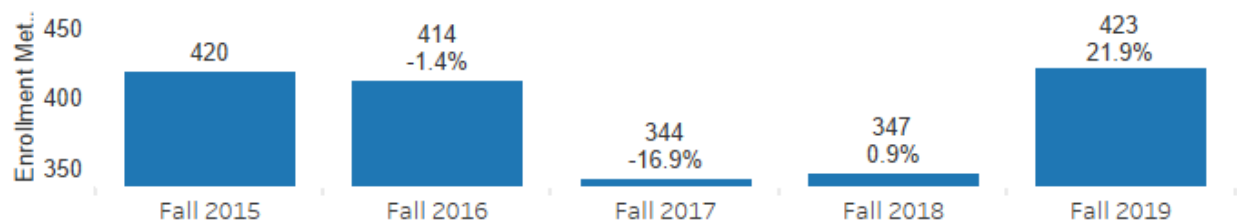
Enrollment Metric
FTE

PLAN_PRI-Degree
All

PLAN_PRI-Degree Code
All

PLAN_PRI-Degree Type
All

FTE 5 Year Trend



Comparison (*Student* Characteristics)

Graduate Enrollment Headcount 5 Year Trends

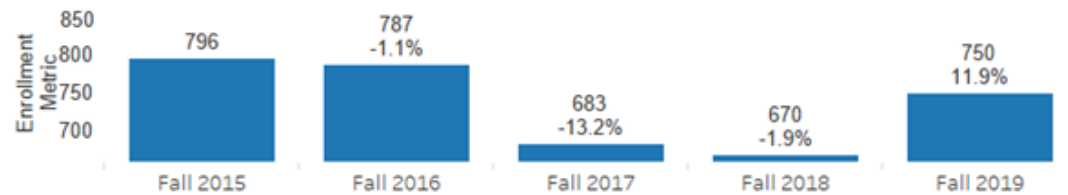
Enrollment Metric
Headcount

PLAN_PRI-Degree
All

PLAN_PRI-Degree Code
All

PLAN_PRI-Degree Type
All

Headcount 5 Year Trend



Comparison (*Student* Characteristics)

Graduate Enrollment Credit Hour 5 Year Trends

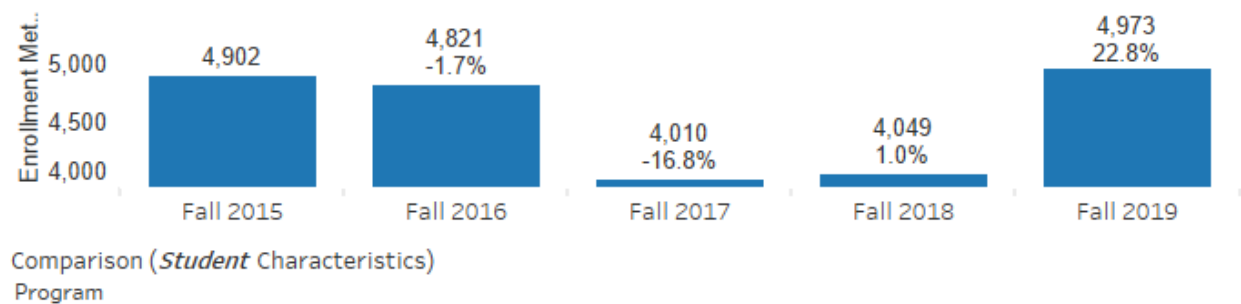
Enrollment Metric
Credit Hours

PLAN_PRI-Degree
All

PLAN_PRI-Degree Code
All

PLAN_PRI-Degree Type
All

Credit Hours 5 Year Trend



Targets set by program were analyzed and shared with Program Coordinators. (See attached analysis). All programs with the exception of a few reached or surpassed enrollment targets. Those program not reaching targets were within 2 headcount of enrollment target. (See attached fall enrollment target analysis document)

2a. Work cooperatively with Colleges to identify new programs or delivery methods and guide and support document/application development for internal and external approvals.

Between Spring 2019 and Fall 2019 the OGS has supported, consulted, guided and in some cases authored the governance proposals for the following:

New Certificates within existing MBA program: Management, Business Analytics and Health Care Management

New Post Bachelor's Certificate (Online) for Literacy Education.

Change or Addition of Modality in :

M.Ed. Curriculum and Instruction

M.Ed. Special Education

M.Ed. Educational Leadership and Post-Master's Certificate in Educational Leadership

Doctor of Education in Educational Leadership

3a. Maintain a student satisfaction rate of always helpful or mostly helpful of 80% or above on the FSU Student Experience survey.(measured in spring and fall of each year).

Spring 2018 Exit survey results show 92% always or mostly always helpful.

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?:

These results do impact operations in that the number of applications processed by the Office of Graduate Services has increased significantly with the addition of the PA and NP programs. The PA program application review process resulted in an additional 113 new and reviewed applications alone for the admission cycle for this program. No resources were redistributed based on results. We only expect this number to increase due to the large demand in this program. This places an added burden on an already small staff. See below analysis of applicants, admitted and enrolled FTS students. In some cases enrolled number of students is going down but applicants are going up due to the PA program demand but limited cohort seats to 25 seats.

Applicants	2015	2016	2017	2018	2019
Fall	427	351	265	322	312
Spring	198	260	179	130	144
Summer	240	208	186	160	302
Total	865	819	630	612	758

Admitted	2015	2016	2017	2018	2019
Fall	237	190	154	211	215
Spring	132	128	88	90	122
Summer	165	144	122	120	186
Total	534	462	364	421	523

Enrolled	2015	2016	2017	2018	2019
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Fall	189	144	120	161	161
Spring	106	102	64	65	82
Summer	131	114	93	82	149
Total	426	360	277	308	392

Conversion Ratio	2015	2016	2017	2018	2019
Applicant to Admitted	61.7341	56.41026	57.77778	68.79085	68.99736
Admitted to Enrolled	79.77528	77.92208	76.0989	73.15914	74.9522

Please note that the above ratios are dropping due to programs which have large numbers of applications but have limited enrollment/seats ie. Nursing and PA program.

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

Staff meetings, Graduate Council, Deans and Program Coordinators received report on enrollment. Campus Community also sees enrollment report each semester.

Graduate program coordinators and Deans were also part of the development of enrollment targets.

See attached supportive documents

Evidence, artifacts, and or back up documentation:

Attached Files

[Fall Grad-PGrad 5 year enrollment trends 2-21-19.xlsx](#)

[Target Analysis Fall 2019.xlsx](#)

FY2020 Graduate Services Report

Specify your Division/Department Goals Priorities.:

1. In cooperation with the colleges, establish enrollment targets annually (by semester) with the goal of sustaining enrollment annually and reaching an aspirational goal of overall enrollment growth of 5% by 2025 - (830 headcount)
2. Support the development of new graduate program offerings and delivery methods to meet the regional and state-wide work force needs.
3. Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

Start:

7/1/2019

Providing Department:

Office of Graduate Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE

1b. Communicate enrollment metrics throughout the enrollment cycle to key stakeholders (enrollment data reports)

2a. Work cooperatively with Colleges to identify new programs or delivery methods and guide and support document/application development for internal and external approvals.

3a. Maintain a student satisfaction rate of always helpful or mostly helpful of 80% or above on the FSU Student Experience survey.

3b. Monitor conversation rates of admitted to enroll.

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

Goal 1: Enrollment # by headcount, credit hour and FTE - variance of actual enrollment vs. established targets (overall and by program)

Goal 2: # of new programs, program delivery modality changes/updates, program curriculum redesign

Goal 3: Student exit survey data. Benchmark target - 80% or higher in department. Enrollment data (conversion rates application to admitted and admitted to enrolled).

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

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE).

Assessment: Completion of enrollment targets by March

1b. Review census enrollment data and analyze results of actual vs. target and actual vs. prior year.

Assessment: Analysis of Enrollment Target vs. Actual enrollment by program

2a. Work cooperatively with Colleges to identify new programs or delivery methods and guide and support document/application development for internal and external approvals.

Assessment: # of new programs, modality changes and curriculum redesign/updated

3a. Maintain a student satisfaction rate of always helpful or mostly helpful of 80% or above on the FSU Student Experience survey. (Measured in spring and fall of each year).

Assessment - Meeting student exit survey results- target 80% or higher mostly helpful or always helpful

3b. Monitor conversion rates of admitted to enroll and maintain above 70%.

Assessment: Meeting target of conversion rate 70% or higher.

What were the results?:

1a. Set annual targets in collaboration with programs by March each year (headcount, credit hour, FTE).

1b. Review census enrollment data and analyze results of actual vs. target and actual vs. prior year.

All targets by program were set by March 2019 by program for fall 2020 and spring 2021. See attached target document.

Enrollment for fall 2021 was down in headcount but up in FTE over 2019. This increase in FTE is caused the addition of the second cohort of the PA program.

Graduate Enrollment FTE 5 Year Trends

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?:

These results do impact operations. In absence of a full time director and given the pandemic, we have reallocated human resources and automated processes to improve efficient operations. Focus has been placed on online/electronic recruitment strategies and a proposal was submitted for development of a graduate recruitment plan. Office began business process mapping in absence of permanent director (attached).

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

Staff meetings, Graduate Council, Deans and Program Coordinators received report on enrollment. Campus Community also sees enrollment report each semester.

Evidence, artifacts, and or back up documentation:

Attached Files

[Business Process Mapping for all Graduate Services Functions.docx](#)

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Office of Graduate Services

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Region Math and Science Center

2019 Departmental Annual Assessment Report

Specify your Division/Department Goals Priorities.:

These are the U.S. Department of Education mandated and approved Upward Bound Regional Math Science Center goals:

1. Serve at least 70 students during the project year (funded to serve 70). 67% of these students will meet both the income criteria and the parental education criteria as established by the Dept. of Education.
2. 70% of participants served during project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
3. 52% of RMSC seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.
4. 93% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
5. 70% of all current and prior year RMSC participants who graduated from high school during the school year with a regular school diploma will complete a rigorous secondary school program of study.
6. 70% of current and prior RMSC participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
7. 45% of all participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school. *(per DOE, evaluated based on cohort who graduated HS 6 years earlier)*
8. 33% of RMSC college graduates will earn degrees in a STEM field.

Start:

10/1/2018

Providing Department:

Region Math and Science Center

End:

9/30/2019

Specify your Division/Department Actions Priorities/Plans.:

- 1.1 Conduct recruiting presentations at target area schools
- 1.2 Work with target area school personnel to identify potential participants and help candidates complete and submit applications.
- 1.3 Distribute to target school personnel the RMSC newsletters that highlight program activities and success.

- 2.1 Provide individual academic monitoring, coaching and/or tutoring throughout the academic year.
- 2.2 Provide challenging summer academic program which includes study skills development.
- 3.1 Provide test prep course during summer program with focus on standardized tests: PARCC/SAT/ACT
- 4.1 Provide individualized academic monitoring and coaching/tutoring.
- 4.2 Provide Sunday sessions that focus on study skill development and career/major exploration.
- 4.3 Work with students to develop a 4-year academic plans upon entry into the program.
- 5.1 Develop, then review annually with each student, the 4-year academic plans to ensure students are taking a rigorous course load that will prepare them for a postsecondary math or science program.
- 6.1 Provide multi-week summer program where students live on the FSU campus, gaining experience living in a residence hall and exposure to college mentors.
- 6.2 Provide week long summer session for students entering their senior year of high school:
 - Assist them in finding colleges that meet their goals
 - Provide workshops on financial aid (FAFSA/MDCAPS)
 - Assis them with finding scholarships
- 6.3 Work with individual students and their parents to complete the necessary financial aid forms
- 6.4 Provide college visits throughout the academic year to expose participants to various schools. These are open to all participants, so our younger students gain exposure early in high school.
- 7.1 Provide week long summer sessions for current year high school graduates to:
 - Assist them with finding support networks at the colleges they plan to attend
 - Assist them with finding books and resources they will need upon arriving at college
 - Discuss financial aid requirements
- 7.2 Provide summer and academic year programs to prepare students for rigor of postsecondary education.
- 8.1 Provide multi-week summer residential experience with a focus on science research.
- 8.2 Provide students with exposure to mentors who are majoring in math and science.
- 8.3 Provide fieldtrips and workshops to expose students to careers in math and science.

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

- 1. Database report showing number of students served in program year
 - 1.1 Database report showing number of recruits and new participants from each school
 - 1.2 Record of contacts at each school to determine who is most helpful in recruiting students

2.Database report showing % with GPA greater than 2.5 (data obtained via student transcripts)

2.1 Database report showing record of individual coaching/tutoring sessions

2.2 Database report showing summer program attendance and study skills class enrollment

3.Database report showing % who passed both state tests (data obtained via student transcripts)

3.1 Excel report showing student improvement in test scores in summer test prep course

4.Database report showing % graduating with regular diploma and number of students who advanced to the next grade level (data obtained via student transcripts)

4.1 Database report showing individual coaching/tutoring sessions and if student did/did not improve

4.2 Database report showing record of Sunday session attendance

4.3 Database report showing students not on track

5.Database report showing % graduating seniors who completed high school with rigorous program of study (data obtained via student transcripts)

5.1 Database report showing 4-year academic plans and flag if student is not on track

6.Database report showing % graduating seniors who enroll in postsecondary education by fall following HS graduation (data obtained from students and National Student Clearinghouse)

6.1 Database report showing number of summer sessions attended and PSE

6.2 Database report showing senior week attendance and PSE

6.3 Database report showing contact with students and parents during senior year

6.4 Database report showing college visit attendance

7.Database report showing % of PSE cohort who graduated from postsecondary within 6 years (data obtained from students and National Student Clearinghouse)

7.1 Database report showing senior week attendance and PS completion

7.2 Database report showing number of summer sessions attended and PS completion

8.Database report showing % of PS graduates with STEM degrees

8.1 Database report showing number of summer sessions attended and PS degree

8.3 Database report showing workshop/fieldtrip attendance and PS degree

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

1. Success if number served \geq funded to serve. Also evaluated where applications originate. If no applications from any one school, school will be targeted for recruitment next year.
2. Success if (% with GPA \geq 2.5) \geq 70% and if students identified for academic coaching show improvement.
3. Success if % passing both test \geq 52% and if 95% of students active until graduation and who take the tests, pass both. (not all students take the HS assessments)
4. Success if 93% advance to next grade level or earn diploma. Promotion rate in target area of FARMS student is 84%.
5. Success if 70% graduate with rigorous program of study and if 90% of those who remain active graduate with rigorous program of study. 48% of FARMS students graduate with rigorous program of study.
6. Success if 70% of seniors enroll in PSE by fall following HS grad and 85% of those who remain active until HS graduation enroll. Target area college going rate is 56%
7. Success if 45% of cohort and all grads earn degrees within 6 years. Compare to national average of 21% for students meeting both RMSC eligibility requirements, and 37% for those meeting income requirement.
8. Success if 33% earn degrees in STEM fields, national average is 33%.

What were the results?:

1. 72 participants served. 69% meet both eligibility criteria. Received 21 complete applications from eligible candidates and partial applications from another 6 made 19 in school recruiting presentations
2. 98% of participants served during project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year. Academic coaching and/or tutoring for students with grades of C or below: 10 students identified, 5 of whom actively participated in coaching/tutoring. All 5 who participated showed improvement in grades.
3. 92% of RMSC seniors served during the project year achieved at the proficient level on state assessments in reading/language arts and math. Overall, 81% of students showed increased performance in at least one section of the SAT math test and 65% of students showed increase in both portions (calculator allowed and calculators NOT allowed).
4. 100% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.
5. 100% of all current and prior year RMSC participants who graduated from high school during the school year with a regular school diploma completed a rigorous secondary school program of study. 100% of active participants are on track to graduate with rigorous program of study

6. 81% of current and prior RMSC participants who graduated from high school during the school year with a regular secondary diploma enrolled in a program of postsecondary education by the fall term immediately following high school graduation, or received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
 - 65% of seniors who enrolled participated in at least two summer sessions, 41% in at least 3 summers and 29% participated in 4 summers
 - 47% participated in senior week
 - 59% actively worked with RMSC staff throughout senior year regarding college admission and financial aid
 - 59% attended at least on college academic year visit
7. 75% of all participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, attained either an associate's or bachelor's degree within six years following graduation from high school. *(based on 2013 cohort as per DOE instructions)* 52% of ALL (not just current cohort) have earned degrees within 6 years (national average is between 21% and 37% for similar population)
8. 50% of RMSC college graduates have earned degrees in Mathematics or Science fields. 48% of RMSC PSE graduates in 6 years earned degrees in STEM fields

1.

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. Increase recruiting efforts in schools where we have only a few participants
2. Developing student recruiters (current students helping to identify potential participants within their schools)
3. Increase in-person contact with Sunday sessions to encourage participation in academic coaching/tutoring for those students who need it.
4. Reaching out to parents earlier to let them know what will be expected of them as their student goes through the process of applying for financial aid.
5. Reaching out to alumni and asking them to share their experiences with current students.

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

1. Campus community is invited to students' end of summer poster presentation where students present their research findings and discuss their experience with audience participants

2. Newsletter highlighting student and program successes is distributed in fall to campus community
3. Regular directors meetings with VP for Enrollment Management

Evidence, artifacts, and or back up documentation:

Attached Files

[APR for CompAssist.pdf](#)

[Current Edition Fall 2019.pdf](#)

2020 Departmental Annual Assessment Report

Specify your Division/Department Goals Priorities.:

These are the U.S. Department of Education mandated and approved Upward Bound Regional Math Science Center goals:

1. Serve at least 70 students during the project year (funded to serve 70). 67% of these students will meet both the income criteria and the parental education criteria as established by the Dept. of Education.
1. 70% of participants served during project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
1. 52% of RMSC seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.
1. 93% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
1. 70% of all current and prior year RMSC participants who graduated from high school during the school year with a regular school diploma will complete a rigorous secondary school program of study.
1. 70% of current and prior RMSC participants who graduated from high school during the school year with a regular secondary diploma will enroll in a program of postsecondary education by the fall term immediately following high school graduation, or will have received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.
1. 45% of all participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school. *(per DOE, evaluated based on cohort who graduated HS 6 years earlier)*

1. 33% of RMSC college graduates will earn degrees in a STEM field.

Start:

10/1/2019

Providing Department:

Region Math and Science Center

End:

9/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1 Conduct recruiting presentations at target area schools
- 1.2 Work with target area school personnel to identify potential participants and help candidates complete and submit applications.
- 1.3 Distribute to target school personnel the RMSC newsletters that highlight program activities and success.
- 2.1 Provide individual academic monitoring, coaching and/or tutoring throughout the academic year.
- 2.2 Provide challenging summer academic program which includes study skills development.
- 3.1 Provide test prep course during summer program with focus on standardized tests: PARCC/SAT/ACT
- 4.1 Provide individualized academic monitoring and coaching/tutoring.
- 4.2 Provide Sunday sessions that focus on study skill development and career/major exploration.
- 4.3 Work with students to develop a 4-year academic plans upon entry into the program.
- 5.1 Develop, then review annually with each student, the 4-year academic plans to ensure students are taking a rigorous course load that will prepare them for a postsecondary math or science program.
- 6.1 Provide multi-week summer program where students live on the FSU campus, gaining experience living in a residence hall and exposure to college mentors.
- 6.2 Provide week long summer session for students entering their senior year of high school:
 - Assist them in finding colleges that meet their goals
 - Provide workshops on financial aid (FAFSA/MDCAPS)
 - Assis them with finding scholarships
- 6.3 Work with individual students and their parents to complete the necessary financial aid forms
- 6.4 Provide college visits throughout the academic year to expose participants to various schools. These are open to all participants, so our younger students gain exposure early in high school.

- 7.1 Provide week long summer sessions for current year high school graduates to:
 - Assist them with finding support networks at the colleges they plan to attend
 - Assist them with finding books and resources they will need upon arriving at college
 - Discuss financial aid requirements
- 7.2 Provide summer and academic year programs to prepare students for rigor of postsecondary education.
- 8.1 Provide multi-week summer residential experience with a focus on science research.
- 8.2 Provide students with exposure to mentors who are majoring in math and science.
- 8.3 Provide fieldtrips and workshops to expose students to careers in math and science.

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

- 1. Database report showing number of students served in program year
 - 1.1 Database report showing number of recruits and new participants from each school
 - 1.2 Record of contacts at each school to determine who is most helpful in recruiting students
- 2. Database report showing % with GPA greater than 2.5 (data obtained via student transcripts)
 - 2.1 Database report showing record of individual coaching/tutoring sessions
 - 2.2 Database report showing summer program attendance and study skills class enrollment
- 3. Database report showing % who passed both state tests (data obtained via student transcripts)
 - 3.1 Excel report showing student improvement in test scores in summer test prep course
- 4. Database report showing % graduating with regular diploma and number of students who advanced to the next grade level (data obtained via student transcripts)
 - 4.1 Database report showing individual coaching/tutoring sessions and if student did/did not improve
 - 4.2 Database report showing record of Sunday session attendance
 - 4.3 Database report showing students not on track
- 5. Database report showing % graduating seniors who completed high school with rigorous program of study (data obtained via student transcripts)
 - 5.1 Database report showing 4-year academic plans and flag if student is not on track
- 6. Database report showing % graduating seniors who enroll in postsecondary education by fall following HS graduation (data obtained from students and National Student Clearinghouse)
 - 6.1 Database report showing number of summer sessions attended and PSE
 - 6.2 Database report showing senior week attendance and PSE
 - 6.3 Database report showing contact with students and parents during senior year
 - 6.4 Database report showing college visit attendance

7. Database report showing % of PSE cohort who graduated from postsecondary within 6 years (data obtained from students and National Student Clearinghouse)
 - 7.1 Database report showing senior week attendance and PS completion
 - 7.2 Database report showing number of summer sessions attended and PS completion
8. Database report showing % of PS graduates with STEM degrees
 - 8.1 Database report showing number of summer sessions attended and PS degree
 - 8.3 Database report showing workshop/fieldtrip attendance and PS degree

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

1. Success if number served \geq funded to serve. Also evaluated where applications originate. If no applications from any one school, school will be targeted for recruitment next year.
2. Success if (% with GPA \geq 2.5) \geq 70% and if students identified for academic coaching show improvement.
3. Success if % passing both test \geq 52% and if 95% of students active until graduation and who take the tests, pass both. (not all students take the HS assessments)
4. Success if 93% advance to next grade level or earn diploma. Promotion rate in target area of FARMS student is 84%.
5. Success if 70% graduate with rigorous program of study and if 90% of those who remain active graduate with rigorous program of study. 48% of FARMS students graduate with rigorous program of study.
6. Success if 70% of seniors enroll in PSE by fall following HS grad and 85% of those who remain active until HS graduation enroll. Target area college going rate is 56%
7. Success if 45% of cohort and all grads earn degrees within 6 years. Compare to national average of 21% for students meeting both RMSC eligibility requirements, and 37% for those meeting income requirement.
8. Success if 33% earn degrees in STEM fields, national average is 33%.

What were the results?:

1. 63 participants served. 70% meet both eligibility criteria.
 The Covid-19 pandemic greatly impacted our recruiting efforts. As a result we did not meet our objective, however, we did meet 90% of our funded to serve number so we do still qualify for prior experience points with the Department of Education.

1. 90% of participants served during project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
 Academic coaching and/or tutoring for students with grades of C or below: 13 students identified, 5 of whom actively participated in coaching/tutoring. All 5 who participated showed improvement in grades.

1. 100% of RMSC seniors served during the project year achieved at the proficient level on state assessments in reading/language arts and math.

As a result of Covid and moving to a completely virtual summer the SAT test prep was not evaluated.

1. 100% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.
1. 96% of all current and prior year RMSC participants who graduated from high school during the school year with a regular school diploma completed a rigorous secondary school program of study.

100% of active participants are on track to graduate with rigorous program of study

1. 100% of current and prior RMSC participants who graduated from high school during the school year with a regular secondary diploma enrolled in a program of postsecondary education by the fall term immediately following high school graduation, or received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.

1. 72% of seniors who enrolled participated in at least two summer sessions, 48% in at least 3 summers and 32% participated in 4 summers
2. 33% of active seniors participated in senior week, 16% of all graduating seniors
3. 48% actively worked with RMSC staff throughout senior year regarding college admission and financial aid
4. 36% attended at least one college academic year visit

1. 69% of all participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, attained either an associate's or bachelor's degree within six years following graduation from high school. *(based on 2014 cohort as per DOE instructions)*

1. 69% of ALL (not just current cohort) have earned degrees within 6 years (national average is between 21% and 37% for similar population)

1. 46% of RMSC college graduates have earned degrees in Mathematics or Science field.
 1. 51% of RMSC PSE graduates with Bachelor's Degrees in 6 years earned degrees in STEM fields

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. Increase recruiting efforts in schools where we have only a few participants
2. Developing student recruiters (current students helping to identify potential participants within their schools)
3. Increase in contact via Zoom meetings. Many more opportunities to interact with students now and more students are actively engaged in academic coaching and/or tutoring.
4. Reaching out to alumni and asking them to share their experiences with current students.

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

1. Campus community is invited to students' end of summer poster presentation where students present their research findings and discuss their experience with audience participants
2. Newsletter highlighting student and program successes is distributed in fall to campus community: [Fall 2020 Newsletter](#)

Evidence, artifacts, and or back up documentation:

Attached Files

[APR for ComplianceAssist.pdf](#)

Registrar

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Improve Registrar's Office and student experience

Start:

7/1/2019

Providing Department:

Registrar

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Explore creating a customization to process university withdrawals at the end of the term
2. Maintain and prioritize a “wish” list of processes and software that can foster improved user experience with the Office
3. Create a policy for change of out-of-state to regional residency
4. Create an online version of the Inter-Institutional request form
5. Develop a plan to track students who did not check out for graduation following their approved graduation term
6. PS upgrade 9.2
7. Create folder on R drive for scanned “back record” or “hard copy” transcripts for future use
8. Review commencement “walker” policy
9. Create template for Physician’s Assistant program 4-week sessions within a semester
10. Create a system to track China students’ graduation progression

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

1. Meet with IT to scope the project
2. A list is reviewed, updated, and prioritized
3. A draft policy is crafted
4. A form is created and placed online
5. A plan is adopted
6. The upgrade is tested and implemented
7. Folder created and put into operation
8. Met with Academic Standards
9. A template is adopted
10. A process is identified

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

The metric to assess each action of the plan was simply completed or not completed.

What were the results?:

1. Due to competing demands due to COVID, no progress was made on this project.
2. Tasks coopted planned priorities: completed multiple PC/NC tasks, Late W, Working remotely, Calendar change
3. A draft completed, Denise approved, send along to Brad
4. Posted on website
5. Due to competing demands due to COVID, no progress was made on this project.
6. Completed
7. Completed and encrypted
8. Done – ongoing with Academic Standards
9. A template was agree upon by the PA program coordinator and all offices effected by the academic calendar.
10. Coded in PAWS, and on a spreadsheet

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?:

Working remotely and responding to changes in the academic calendar and spring grading drastically degraded the ability of the office to address the plan. While we accomplished much during the reporting period, the results resulted in a drain on office personnel.

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

The plan development, monitoring, and assessed is a collaborative effort with all Registrar's Office staff members. Periodic review of the plan's progress are made at regular intervals during staff meetings.

Evidence, artifacts, and or back up documentation:

Upward Bound

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

These are the U.S Department of Education mandated and approved Upward Bound goals:

1. Serve 89 students from the four target high schools in Allegany County during the grant project year. A minimum of 67% of the must be both low income and first generation. The remaining students must be either low income or first generation.
2. 2. 70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
3. 55% of UB seniors served during the project year will have achieved at the proficient level on state assessments in reading/language arts and math.
4. 93% of project participants served during the project year will continue in school for the next academic year, at the next grade level, or will have graduated from secondary school with a regular secondary school diploma.
5. 60% of all current and prior year UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will complete a rigorous secondary school program of study and graduate in that school year with a regular secondary school diploma.
6. 70% of all current and prior UB participants, who at the time of entrance into the project had an expected high school graduation date in the school year, will enroll in a program of postsecondary education by the fall term immediately following high school graduation or will have received notification, by the fall term immediately following high school, from an institution of higher education, of acceptance but deferred enrollment until the next academic semester (e.g. spring semester).
7. 55% of participants who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g., spring term) as a result of acceptance by deferred enrollment, will attain either an associate's or bachelor's degree within six years following graduation from high school.

Start:

7/1/2019

Providing Department:

Upward Bound

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1 Conduct recruiting presentations at area target schools and feeder schools.
 - 1.2 Work with target area school personnel to identify potential participants and help candidates complete and submit applications.
 - 1.3 Distribute to target school personnel the Upward Bound brochures and applications that highlight program services.
- 2.1 Provide twelve Saturday programs, regular school meetings, individual academic monitoring, tutoring, and field trips throughout the academic year.
 - 2.2 Provide challenging summer academic program which includes study skills development.
- 3.1 Provide test prep course during academic year and summer program with focus on standardized tests: PARCC/SAT/ACT
- 4.1 Provide individualized academic monitoring and coaching/tutoring.
 - 4.2 Provide Saturday sessions that focus on test prep, tutoring, and career/major exploration.
 - 4.3 Work with students to pre-college academic plans upon entry into the program.
- 5.1 Develop, then review annually with each student, the 4-year academic plans to ensure students are taking a rigorous course load that will prepare them for a postsecondary math or science program.
- 6.1 Provide multi-week summer program where students live on the FSU campus, gaining experience living in a residence hall and exposure to college mentors.
 - 6.2 Provide week long summer session for students entering their senior year of high school: Assist them in finding colleges that meet their goals, provide workshops on financial aid (FAFSA/MDCAPS), assist with finding scholarships.
 - 6.3 Work with individual students and their parents to complete the necessary financial aid forms
 - 6.4 Provide college visits throughout the academic year and summer program to expose participants to various schools. These are open to all participants, so our younger students gain exposure early in high school.
- 7.1 Provide optional opportunity to recent graduates to participate in summer bridge program allowing them to take college class or an independent class arranged by the program. Assist them with finding support networks at the colleges they plan to attend.
 - 7.2 Provide summer and academic year programs to prepare students for rigor of postsecondary education.

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

1. Database report showing number of students served in program year
 - 1.1 Database report showing number of recruits and new participants from each school
 - 1.2 Record of contacts at each school to determine who is most helpful in recruiting students

2. Database report showing% with GPA greater than 2.5 (data obtained via student transcripts)
 - 2.1 Database report showing record of classes and tutoring sessions
 - 2.2 Database report showing summer program attendance and study skills class enrollment
3. Database report showing% who passed both state tests (data obtained via student transcripts)
 - 3.1 Excel report showing student improvement in test scores in summer test prep course
4. Database report showing% graduating with regular diploma and number of students who advanced to the next grade level (data obtained via student transcripts)
 - 4.1 Database report showing tutoring sessions, classes, and school meeting and if student did/did not improve
 - 4.2 Database report showing record of Saturday session attendance
 - 4.3 Database report showing students not on track
5. Database report showing% graduating seniors who completed high school with rigorous program of study (data obtained via student transcripts)
 - 5.1 Database report showing 4-year academic plans and flag if student is not on track
6. Database report showing% graduating seniors who enroll in postsecondary education by fall following HS graduation (data obtained from students and National Student Clearinghouse)
 - 6.1 Database report showing number of summer sessions attended and PSE
 - 6.2 Database report showing senior week attendance and PSE
 - 6.3 Database report showing contact with students and parents during senior year
 - 6.4 Database report showing college visit attendance
7. Database report showing% of PSE cohort who graduated from postsecondary within 6 years (data obtained from students and National Student Clearinghouse)
 - 7.1 Database report showing senior week attendance and PS completion
 - 7.2 Database report showing number of summer sessions attended and PS completion

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

1. Success if number served \geq funded to serve. Also evaluated where applications originate. If a target school is under represented school will be targeted for recruitment next year.
2. Success if (% with GPA \geq 2.5) \geq 70% and if students identified for academic coaching show improvement.
3. Success if % passing both test \geq 55% and if 95% of students active until graduation and who take the tests, pass both. (not all students take the HS assessments)
4. Success if 93% advance to next grade level or earn diploma. Promotion rate in target area of FARMS student is 84%.
5. Success if 60% graduate with rigorous program of study. 46.2% of FARMS students in target area graduate with rigorous program of study.
6. Success if 70% of seniors enroll in PSE by fall following HS graduation. Target area college going rate is 44%

7. Success if 55% of cohort and all grads earn degrees within 6 years. Compare to national average of 21% for students meeting both UB eligibility requirements, and 37% for those meeting income requirement.

What were the results?:

1. 81 participants served 77% meet both eligibility criteria. recruitment was severely hampered by the pandemic.

2. 72% of participants served during project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

Academic classes and/or tutoring for students with grades of 2.5 or below: all students identified were requested to a student/parent meeting, many of the issues were related to inadequate resource and connectivity because of virtual learning. Program provide Chromebooks, hotspots, and other materials to assist students, but the locations of many of the student prevented actively participating in classes/tutoring.

3. 57% of UB seniors served during the project year achieved at the proficient level on state assessments in reading/language arts and math.

Overall, students showed increased performance in at least one section of the SAT math test and more than 70% of students showed increase in both portions (calculator allowed and calculators NOT allowed).

4. 90% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma. We experienced a few students drop out of school during the pandemic.

5. 70% of all current and prior year UB participants who graduated from high school during the school year with a regular school diploma completed a rigorous secondary school program of study.

6. 74% of current and prior UB participants who graduated from high school during the school year with a regular secondary diploma enrolled in a program of postsecondary education by the fall term immediately following high school graduation, or received notification by the fall term immediately following high school from an institution of higher education of acceptance but deferred enrollment until the next academic semester.

7. 56% of all participant s who enrolled in a program of postsecondary education, by the fall term immediately following high school graduation or by the next academic term (e.g. spring term) as a result of acceptance by deferred enrollment, attained either an associate's or bachelor's degree within six years following graduation from high school. (based on 2013 cohort as per DOE instructions)

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. Continuing efforts described in our grant proposal to the U.S. Department of Education.
2. Follow-up graduates closer to assist them in navigating post-secondary education.
3. Increase recruiting efforts in schools where we have fewer participants
4. Developing student recruiters (current students helping to identify potential participants within their schools)
5. Increase in-person and virtual contact at schools and Saturday sessions to encourage participation in academic coaching / tutoring for those students who need it.
6. Reaching out to parents earlier to let them know what will be expected of them as their student goes through the process of applying for financial aid.
7. Reaching out to alumni and asking them to share their experiences with current students.

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

1. Results are conveyed in an annual performance report to the U.S. Department of Education and are signed off by the President and Upward Bound Director and then included in this compliance assist/planning report.
2. Campus officials, parents, and ACHS representatives are invited to students' end of summer awards ceremony where summer activities are highlighted and students are recognized.
3. Newsletter highlighting student and program successes is distributed in fall to campus community
4. Regular directors meetings with VP for Enrollment Management.

Evidence, artifacts, and or back up documentation:

Attached Files

[Academic Expectations of FSU Upward Bound students.docx](#)
[UB Grant Narrative 2017.doc](#)

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Upward Bound

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Athletics

Athletics FY20 Annual Report

Specify your Division/Department Goals Priorities.:

Goal: Continue to upgrade athletic facilities: (FSU Goal IV alignment)

- Bobcat Arena
- Bobcat Stadium

- Bob Wells Field
- Team Locker Rooms

Goal: Recruit & Retain talented staff committed to student learning and team performance. (FSU Goal IV alignment)

- Volleyball Head Coach
- Women's Lacrosse Head Coach
- Athletic Training Interns
- Student Development & Success Intern

Goal: Expand Regional Outreach and Engagement - NCAA DII Opportunities. (FSU Goal III alignment)

- University Opportunities
- Athletic Department Opportunities
- Student Athlete Advisory Committee Opportunities
- Sports Team Opportunities

Goal: Implement the use of regional and out of state tuition waivers as part of the grant and aid packages. (FSU Goal III alignment)

- Regional Tuition Waiver implementation as part of Athletic Scholarships

Out of State Tuition Waiver implementation as part of Athletic Scholarships

Start:

7/1/2019

Providing Department:

Athletics

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Action Priority 1: Continue to upgrade athletic facilities - Bobcat Arena completed by June 2020.

Action Priority 2: Bob Wells Field Phased Renovation Plan completed by June 2020.

Action Priority 3: Continue to upgrade athletic facilities – Bobcat Stadium completed by June 2020.

Action Priority 4: Continue to upgrade athletic facilities – Locker Rooms completed by June 2020.

Action Priority 5: Continue to upgrade athletic facilities – Offices completed by June 2020.

Action Priority 6: Recruit & Retain talented professionals completed by June 2020.

Action Priority 7: Provide professional development opportunities that empower faculty and staff success completed by June 2020.

Action Priority 8: Expand regional outreach and engagement - Regional & Out of State Waivers completed by June 2020.

Action Priority 9: Expand regional outreach and engagement - NCAA DII Community Engagement Education completed by June 2020.

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

Action Priority 1: Continue to upgrade athletic facilities - Bobcat Arena

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 2: Bob Wells Field Phased Renovation Plan

- Measurement/Metric: Planning, Resources, Construction, Completion

Action Priority 3: Continue to upgrade athletic facilities - Bobcat Stadium

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 4: Continue to upgrade athletic facilities – Locker Rooms

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 5: Continue to upgrade athletic facilities – Offices

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 6: Recruit & Retain talented professionals

- Measurement/Metric: Search type; Number of Applicants; Completed Search

Action Priority 7: Provide professional development opportunities that empower faculty and staff success.

- Measurement/Metric: Number of opportunities provided; Equity across programs; equity across genders

Action Priority 8: Expand regional outreach and engagement - Regional & Out of State Waivers

- Measurement/Metric: Plan development; Resource allocation; Implementation

Action Priority 9: Expand regional outreach and engagement - NCAA DII Community Engagement Education

- Measurement/Metric: Activities completed

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

Action Priority 1: Continue to upgrade athletic facilities - Bobcat Arena

- Results were determined by the progress of the project.

Action Priority 2: Bob Wells Field Phased Renovation Plan

- Results were determined by the progress of development of the plan.

Action Priority 3: Continue to upgrade athletic facilities - Bobcat Stadium

- Results were determined by the progress of development of the plan.
- Results were determined by the progress of individual projects within Bobcat Stadium.

Action Priority 4: Continue to upgrade athletic facilities – Locker Rooms

- Results were determined by the progress of the project.

Action Priority 5: Continue to upgrade athletic facilities - Offices

- Results were determined by the progress of the project.

Action Priority 6: Recruit & Retain talented professionals

- Results were determined by the success recruitment of professionals.
- Results were determined by volume of applicants.
- Result was determined by retaining current employees.

Action Priority 7: Provide professional development opportunities that empower faculty and staff success.

- Results were determined by number of professionals who were able to participate.
- Results were determined by the number of sports team who engaged in professional development.
- Results were determined by volume of opportunities per sport gender.

Action Priority 8: Expand regional outreach and engagement - Regional & Out of State Waivers

- Results were determined by whether a plan was developed and implemented.

Action Priority 9: Expand regional outreach and engagement - NCAA DII Community Engagement Education

- Results were determined by the number of university wide engagement activities.
- Results were determined by number of Athletic Department engagement activities.
- Results were determined by the number of SAAC lead engagement activities.

Results were determined by the number of Sports Team engagement activities.

What were the results?:

Action Priority 1: Continue to upgrade athletic facilities - Bobcat Arena

- Result: Retractable curtains were installed to protect the new bleacher from projectiles. (Completed June 2020)
- Result: Added additional inventory to team seating for games. Twenty-four additional chairs purchased to match the existing inventory. (Completed September 2019)

Action Priority 2: Bob Wells Field Phased Renovation Plan

- Result: Left field wall construction started. (Started June 2020)

Action Priority 3: Continue to upgrade athletic facilities - Bobcat Stadium

- Result: Fundraising initiated to resurface the track. Estimated cost \$350,000. Pledges and grants secured during assessment year. (Ongoing 2019 - 2020; Carryover into 2021)

Action Priority 4: Continue to upgrade athletic facilities – Locker rooms

- Result: Renovated an existing locker room into a locker room for the new sport of Acrobatics & Tumbling. New paint, new lighting, new carpet with FSU logo, and 35 Allwood Lockers that match existing women's locker rooms. (Completed June 2020)

Action Priority 5: Continue to upgrade athletic facilities - Office

- Result: Completed Administrative Office Suite in Room 156. Space includes 5 offices, 1 conference room, and a workstation for an administrative assistant. Purchased new office furniture using funds secured through donor gifts. (Completed June 2020)

Action Priority 6: Recruit & Retain talented professionals

- Result:
 - Volleyball Head Coach – 46 applicants; hire successfully completed April 2020
 - Women's Lacrosse Head Coach – 23 applicants; hire successfully completed April 2020
 - Athletic Training Interns – 27 applicants; 4 staff hired successfully completed June 2020

Action Priority 7: Provide professional development opportunities that empower faculty and staff success.

- Result: See completed professional development by sport below. (Completed at various times throughout reporting cycle)

Women's Programs

Women's Basketball:

- 2020 NCAA women's basketball convention - limited virtual sessions

Field Hockey:

- NFHCA Coffee Talks: "How Race Impacts the Game"
- NCAA DII Field Hockey Monthly Meetings
- USA FH Virtual Coaches Convention
- NFHCA Virtual Convention
- NCAA Virtual Convention

Acrobatics & Tumbling:

- NCATA Coaches Summit - yearly training for coaches to learn different skill drills, coaching techniques, review updates within the Code of Points and scoring system.

Softball:

- Head coach and intern attended NFCA Weekly Coaching Webinars
- Head coach and intern attended NFCA National Coaches Convention (virtual)
- Head coach and intern attended I70 Virtual Coaching Conference
- Head coach and intern attended Advanced PowerPoint for Coaches Webinar
- Head coach and intern attended High Level Softball Throwing Presentation
- Head coach and intern attended TPI Training

Women's Lacrosse:

- IWLCA Racism, Allyship, and Accountability
- IWLCA Virtual Recruiting Idea Exchange
- IWLCA Deep Dive
- IWLCA Race in Lacrosse
- IWLCA Virtual Coaches Convention

Women's Soccer:

- Attended United Soccer Coaches Convention
- Served on the MSYSA Coaching Education Staff as a coaching educator. As a function of that role, I've trained to conduct the new USSF Grassroots Coaching Courses up through the USSF "D" license.
- Helped conduct a State coaching course last year in January 2020
- Both of our GA's had registered for coaching education courses that were canceled and our soccer coach's convention was made virtual.

Men's Programs

Football:

- The entire football staff clinics each other for one week per semester. Twice a year, they sit in a classroom and teach our position/specialty to everyone else on the staff.
- Our entire staff went the 2020 AFCA Coaches Convention in Nashville, TN
 - Attended meetings
 - Participated in breakout sessions
 - Attended Chalk Talks
- Staff ran 5 satellite football camps in Maryland and Northern Virginia. Coaching and teaching HS players grades 9-12, Networking and Meeting with a lot of HS/college coaches in the DMV.
- All of the clinics we usually attend were canceled or made virtual: We participate in virtual clinic with staffs at TCNJ, Wyoming, St. Francis, Oklahoma, Kansas, WVU and Marshall
- Our staff did a tackling clinic for Maryland HS Coaches Association.

Men's Basketball:

Sean E. Brown Sr. (Head Coach):

- **DMV Roundtable-** Virtual Zoom meeting. I was one of several college coaches from the East coast (Mostly DMV coaches) answering questions from many high school and youth coaches. 6/30/20
- **Wingate Collaboration-** A Virtual Zoom meeting. This session was geared towards motion offense, defending the ball screen, and Read and react offense. 5/28/20
- **Coaches Round Table Discussion-** Player development, culture buy-in, an open discussion for new/interesting concepts, and RECRUITING! 5/27/20
- **Networking Zooms for 21s and Beyond-** Networked with high school coaches to express my needs for 2021 and to create working relationships. 5/20/20
- **Bmore Hoopsters "The Live Period"-** This was a Zoom call about recruiting (Specifically Baltimore SAs) 4/19/20
- **Mental Health in Basketball-** Zoom call concerning how to keep student athletes with mental health issues functioning in a team setting. April 2020

James Schmitt (Asst Coach):

- **The Garden State Basketball Coaching Clinic** was a three-day virtual event on November 13-15 (2020).

Baseball:

Anthony Williams (head coach) 2020 Professional Development:

- Attended the virtual American Baseball Coaches Association
- Completed the 108 Performance Hitting & Pitching Coaches Certification courses
- Participated in the Baseball Virtual Coaching Summit

Dean Peterson (assistant coach) 2020 Professional Development:

- Attended the virtual American Baseball Coaches Association
- College Coaches Virtual Roundtable 3/20-6/20

Men's Lacrosse:

- IMLCA National Coaches Convention
 - Business meetings for All of NCAA, IMLCA/USILA, DII and ECC
 - Presentation from peers in all areas of lacrosse
 - Sharing of beliefs, practices, schemes and ideas.
- Mental Health Education Class
 - Two Day class (8 hours)
- Meeting with TGS (The Goalie School) Mentors
 - Every year before Christmas myself and usually about seven other D1/D2/D3 coaches in meet in Vero Beach, FL.
 - We work a goalie camp for 3-4 days and the 2nd night of the camp we hold a “Coaches Whiteboard Night”
 - Coaches whiteboard night = Small scale convention: sharing of beliefs, practices, schemes and ideas.

Men's & Women's Programs

Men's & Women's Cross Country/Track & Field:

- Head coach completed USTFCCCA Sprints, Hurdles, and Relays Specialist Certification course 6/2020
- Assistant coach completed USTFCCCA Jumps Specialist Certification course 6/2020
- Volunteer coach completed USSTFCCCA Jumps Specialist Certification course 6/2020
- Volunteer coach participated in women's coaching mentorship program

Men's & Women's Swimming:

- Head coach attended 2020 CSCAA Convention webinars 6/2020

Support Areas

Athletic Training:

Karla Schoenly:

- Cupping training and Blood Flow Resistance training
- Updated Instructor Certification for CRP/First Aid
- Attended Mid Atlantic Athletic trainers District 3 conference; this was virtual in 2020.

Robert Schroeder:

- 10+ hours of continuing education via the NATA Professional Development Center
- Maintained IMPACT (cognitive screening evaluation) certification
- Attended Rothman Institute's annual Sports Medicine Symposium (online)

Cassie Donahue:

- Participated in NCAA Injury Surveillance Program
- "Sports Medicine in the COVID-19 Era •
- Towson Sports Medicine Athletic Training Continuing Education Series (2 CEUs)
- 15th Annual Sports Medicine Symposium with Rothman Orthopedics at Jefferson Health on May 15, 2020 from 8:30a-1pm (online)

Hillary Jones:

- NATA Online Webinars (10)
- Collegiate Athletic Trainer's Society Symposium – Online
- US Olympic Injury Prevention Symposium – Online
- Rothman Orthopedic Symposium – online
- ACE Institute – Cupping and Cupping Massage Certification
- JANDA Neuromuscular Symposium – online
- Pro- Football Athletic Trainers Society Symposium – online
- Rocktape – IASTM Certification
- Wound Care/Suture Course – Online
- BOC CAM Pilot Program (mental health)
- BOC Professional Goals Appraisal

Directors

Athletic Director:

- NCAA Convention
- NCAA Rules Seminar
- MEC meetings

Senior Associate Athletic Director for Internal Operations:

- Training at FSU March 2020

Associate Assistant Athletic Director for External Operations:

- Virtual Fundraising Workshops. There was a couple of these during the pandemic on different platforms

Assistant Athletic Director for Budget & Finance/SWA:

- NCAA Convention
- NCAA Rules Seminar
- NCAA Inclusion Forum
- MEC Meetings
- MEC Diversity & Inclusion Committee member

Assistant Athletic Director for Compliance & Certification:

- NCAA Convention
- NCAA Webinars regarding COVID-19
- NCAA Rules Seminar
- MEC Meetings

Assistant Athletic Director for Student Development & Success:

- Assistant AD and intern participated in various Women Leaders in College Sports Circle Calls
- Assistant AD and intern completed NASPA Certified Peer Educator trainings
- Intern participated in various N4A virtual programming
- Intern participated in various NACDA virtual programming

Action Priority 8: Expand regional outreach and engagement - Regional & Out of State Waivers

- Result:
 - Implemented year one of the 5-year plan that allocates \$572,490 to be awarded as part of the grants-in-aid used to attract out-of-state and regional student-athletes.
 - Awarded \$45,464 in out of state grant-in-aid.
 - Awarded \$38,238 in regional grant-in-aid.
 - Increased out of state student-athletes by 6.
 - Increased regional student-athletes by 2.

- Increased total revenue generated by out of state student-athletes by \$160,019.
- Increased total revenue generated from regional student-athlete by \$40,454.
- FY20 allocation was \$166,786. We awarded \$83,702.
- FY21 allocation is \$312,541.
- FY22 allocation is \$430,103.
- FY23 allocation is 554,638.
- FY24 allocation is \$572,490. (Year 1 Completed 6/30/2020)

2019-2020 Scholarships						
Out of State Differential	Regional Differential	Tuition Scholarship	Board Scholarship	Room Scholarship	Total	
\$45,464	\$38,238	80,137	59,953	118,263	355,055	
Revenue						
2019-2020	Tuition	Fees	Room	Board	Total	Students
Total Revenue	\$5,108,958	\$1,278,032	\$1,358,852	\$1,640,647	\$9,386,490	630
Regional	\$816,200	\$114,399	\$80,410	\$118,495	\$1,129,504	53
Out of State	\$894,415	\$90,067	\$85,140	\$113,767	\$1,183,389	43
2018-2019	Tuition	Fees	Room	Board	Total	Students
Total Revenue	\$4,255,483	\$1,330,495	\$1,047,739	\$1,307,933	\$7,941,650	506
Regional	\$782,182	\$136,468	\$64,823	\$105,577	\$1,089,050	51
Out of State	\$751,840	\$98,674	\$77,291	\$95,565	\$1,023,370	37

Action Priority 9: Expand regional outreach and engagement - NCAA DII Community Engagement Education

- Result:
 - Institutional – Planned activities cancelled due to Covid 19
 - Department - Planned activities cancelled due to Covid 19
 - SAAC
 - Donated thanksgiving baskets to local food drive (Completed November 2019)
 - Sports Teams
 - Men's Lacrosse and Baseball each have a Team Impact Member who they are connecting with virtually at this time. (Ongoing in 2020; Carryover into 2021)

- *[Team IMPACT](#) is a program that gives children, ages 5-15, with life-threatening or chronic illnesses that have resulted in treatment or extended hospital stays within the past three years, an outlet of support from NCAA programs. Participants are drafted to local colleges to any sport at any level. According to the organization's website, teams are determined based on proximity to the child's family as well as the program's enthusiasm and commitment to providing the child "consistent and active socialization both on and off campus."*
- Many scheduled activities were cancelled due to Covid 19.

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?:

Goal: Continue to upgrade athletic facilities: (FSU Goal IV alignment)

- Bobcat Arena - Dramatically improved the aesthetics and environment. The focus for the upcoming year will be to purchase a portable hardwood floor, work identify external funding sources to add video board and to install new LED lighting. Re-visit purchasing curtain dividers and floor coverings. Portable floor and lights have a funding source.
- Bobcat Stadium - Continue to work to construct a pavilion. A benefactor has been identified to fund this project. Continue solicit external funding for the remaining \$155,000 needed for the project.
- Bob Wells Field – Complete left field fence.
- Locker rooms – Continue to work to construct a men's tennis locker room. Continue identify funding to renovate men's and women's swimming locker.

Goal: Recruit & Retain talented staff committed to student learning and team performance. (FSU Goal IV alignment)

- Develop a Covid recover plan for unfilled coaching positions.
- Monitor Strength & Conditioning Staff workload - Will need funding.
- Assistant Athletic Trainer Intern post Covid plan -
- Explore providing a .25 to .5 staff person to work in the Compliance area.
- Monitor Athletic Communication Staff structure. - May need funding.
- Continue to align reporting structure to meet the challenges of transitioning to NCAA DII – Funded

Goal: Expand Regional Outreach and Engagement - NCAA DII Opportunities (FSU Goal III alignment)

- University Opportunities
- Athletic Department Opportunities
- Student Athlete Advisory Committee Opportunities
- Sports Team Opportunities

Goal: Implement the use of regional and out of state tuition waivers as part of the grant and aid packages. (FSU Goal III alignment)

- Regional Tuition Waiver implementation year 2.
- Out of State Tuition Waiver implementation year 2.

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

The results of this year will be shared with the Vice President of Administration and Finance. The results will be shared with the Faculty Athletic Representative through written report by the Athletic Director. The results will be shared with the Athletics Advisory Committee by Faculty Athletic Representative and Athletic Director by verbal report. The results will be shared with the Student Athlete Advisory Committee by the Director

Evidence, artifacts, and or back up documentation:

Auxiliary

Fiscal Year 2019 Auxiliary Annual Report

Specify your Division/Department Goals Priorities.:

1. Emphasize customer service
2. Deliver quality products and services that are competitively priced

Start:

7/1/2019

Providing Department:

Auxiliary

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- AP1 - Implement actions to realize savings and increase revenue to increase profit in the FSU Bookstore. (Department Goal #2)

- AP2 - Comply with State and USM policies and procedures to secure food service on campus for the next 5 years. (Department Goal #2)

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

- AP1 - Increase the profit at fiscal year end for the FSU Bookstore FY2019 vs FY2018.
- AP2- Properly and successfully secure the food service contract for the next 5 years and get the approvals from the Board of Regents and the Board of Public Works.

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

- AP1 - Comparison of fiscal year end income statement for fy2018 vs fy2019.
- AP2 - Authorization from the Board of Regents and the Board of Public Works to sign an agreement with Chartwells.

What were the results?:

- AP1 - The Bookstore saw an increase in profit in fy2019 over fy2018. (see attached below)
 - Eliminated 2 full-time positions
 - Renegotiated our contract with Verba to reduce costs
 - Collaborated with IT and Daly Computers to offer a selection of HP Laptops and Accessories
 - Implemented an affiliated website for general merchandise ordering
 - Increased inclusive access offerings
- AP2 - BOR and BPW approved the extension contract with Chartwell's for the next five years without discussion or additional documentations or questions. (see attached below)

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 - The increase in profit will benefit the auxiliary services revenue to help with other initiatives on campus. The Bookstore will continue to look for additional ways to cut costs and increase revenue.
- AP2 - This action priority was successful and complete.

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

These plans were conveyed in A&F staff meetings, publicized on the Maryland BPW website and discussed in exec.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP#2 BOR Approval for Chartwells](#)

[AP#2 BPW Approval for Chartwells](#)

[AP#1 Bookstore FY2018.xlsx](#)

[AP#1 Bookstore FY2019.xlsx](#)

Fiscal Year 2020 Auxiliary Annual Report
Specify your Division/Department Goals Priorities.:

1. Improve customer service and atmosphere to enhance the experience for faculty, staff and students at Frostburg State University's auxiliary services. (FSU Goal #2)
2. Deliver quality products and services that are competitively priced in auxiliary services to increase profit in auxiliary enterprises at Frostburg State University. (FSU Goal #4)

Start:

7/1/2019

Providing Department:

Auxiliary

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

AP#1 - Partnership with Chartwell's to effectively and efficiently utilize the contract funding of \$900,000 to renovate Chesapeake Dining Hall and \$250,000 of auxiliary funding to enhance aesthetics and building structure by opening of fall 2020. (Department Goal #1)

AP#2 - Increase the profit margin by 1% for fiscal year FY2020 vs FY2019 for the University Bookstore. (Department Goal #2)

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

AP#1 - Complete the project within fiscal year 2020, not to disturb sales and services in Chesapeake Hall and keep within the \$1,150,000 budget for the Chesapeake Hall project. Effectively value engineer the project to stay on time and within budget.

AP#2 - Comparison of fiscal year and income statement for fy2019 vs fy2020 to gauge the profit margin in the University Bookstore (goal of 2% increase in profit).

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

AP#1 - The results were assessed by the evidence of the completed project, on time and within budget. All furnishings were bought and the opening of the new teaching kitchen was on time for fall 2020. See attached photos of the teaching kitchen experience.

AP#2 - Comparison of fiscal year end income statements for fy2019 vs fy2020.

What were the results?:

AP#1 - The Chartwell's renovations were completed according to the documented timeframes and within budget allotted in the Chartwell's contract.

AP#2 - The Bookstore went from a positive fund balance ending in fy2019 to a negative ending fund balance in fy2020. This is not the results anticipated. Expenses were reduced, including personnel, but the results of lower enrollment and COVID-19 negatively impacted sales over \$300,000 in fy2020. (see income statements attached) The Bookstore promoted sales at the stadium in the fall semester at sporting events, worked on promoting on-line sales, put up a new point of sales system to help with sales, and increased inclusive access offering.

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?:

AP#1 - The funding for the Chesapeake Hall renovations was one time funding per the Chartwell's contract. This funding was used per the agreement to enhance the facility infrastructure and aesthetics. Funding will not be available in the new fiscal year.

AP#2 - This is a continuing goal for the University Bookstore. There was a loss in FY2020, but many factors played a role. The COVID-19 challenge negatively impacted sales in FY2020 along with decreased enrollments. The Bookstore will continue to look for additional ways to cut costs and increase revenue.

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

These plans and actions were conveyed in Administration & Finance staff meetings, publicized in the Fall Convocation and discussed in the executive meetings.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP #2 FY2020 Bookstore.pdf](#)

[AP #2 FY 2019 Bookstore .pdf](#)

[AP #1 Chartwell's Teaching Kitchen.jpg](#)

[AP #1 Chesapeake Funding Sheet.xlsx](#)

[AP #1 - After Pictures of Chesapeake Renovations.docx](#)

[AP #1 Before Pictures of Chesapeake Renovations.docx](#)

[AP #1 Teaching Kitchen Spring 2021 Experience.docx](#)

Facilities

Fiscal Year 2020 Facilities Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1. Replace traditional lights with LED to promote sustainability. (FSU Goal #4)

Goal 2 - Improve health and safety in buildings through upgrades and system replacements. (FSU #4)

Goal 3 - Renovate campus buildings to improve student experience. (FSU Goal #4)

Start:

7/1/2019

Providing Department:

Facilities

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Action Priority #1 - LED Lighting replacements for five buildings to promote sustainability. Sowers interior lighting, Library exterior lighting, Frost Hall interior lighting, Old Main classroom lighting, and Allen Hall interior lighting replaced by June 2020.

Action Priority #2 - Replace air handler in Guild Center with a new system that includes a filtration system by June 2020.

Action Priority #3 - Complete renovations of the north dining room, north serving area, and bathrooms in Chesapeake Hall by June 2020.

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

Project #1 - LED Lighting. These projects not only increase the efficiencies of the electrical use in the buildings, they also increased the light levels of the buildings.

Project #2 - Guild Center Air Quality Project. This project started in 2018 after the excessive amounts of rain that we received that year. Phase I of the construction started with external repairs of the building. We stopped the storm water from infiltrating through the building by providing new paths for water to flow around the building. Phase II of this projects was the installation of the redesigned HVAC systems in the building. The redesign removed the excessive amounts of humidity in the building air that was creating poor air quality. Phase III will continue into FY 2021. This will be the last phase of this project.

Project #3 - Chesapeake Hall Renovations. This was Phase III of Chesapeake Renovations and is the last phase. In this phase, the North Dining room and restrooms were renovated. The North Serving Area was also renovated into a teaching kitchen.

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

Project #1 - LED Lighting. These projects were funded by a grant from Potomac Edison and FSU auxiliary and facilities renewal money. FSU only had to fund on third of the cost of these projects. Potomac Edison paid the other two thirds of the cost with incentives from the Federal Government.

Project #2 - Guild Center Air Quality Project. Boggs Environmental was hired to provide testing and consulting on the air quality issues in the building. Facilities Management followed Boggs recommendations to correct said issues. The corrections had to be phased due to the long amount of time it took to correct the issues and the high cost of the project.

Project #3 - Chesapeake Hall Renovations. The students, faculty and staff that visit the facility were asked if they like the renovations. Due to COVID, the teaching kitchen has not been used, but in the future many students will be taught how to cook once the space can be used.

What were the results?:

Project #1 - LED Lighting. FSU contributed 114K to this project. The payback on electrical savings will only take 24 months, which makes these very economically sound and sustainable projects.

Project #2 - Guild Center Air Quality Project. After each phase of the project was completed, Boggs tested. Each of the four tests that Boggs performed showed improvement, making the project(s) a success.

Project #3 - Chesapeake Hall Renovations. The students, faculty and staff that use the facility

really like the renovations. More people will be going to Chesapeake to dine because of the fully renovated building.

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 projects were very successful. We use less electricity. We made a building healthier and safer and we created modern environment in Chesapeake.

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

The Facilities Management Department works together to plan all of the projects. We have weekly staff meetings to keep everyone informed. We rely on each other to plan, design, deploy, construct, repair, etc. Everyone has a role and we work together to make our goals.

Evidence, artifacts, and or back up documentation:

Attached Files

[Boggs - 18 December 2020 - FSU - Guild Hall - IAQ Study - Final Technical Report.pdf](#)

**New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:**

Start:

7/1/2019

Providing Department:

Facilities

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Facilities and Maintenance
New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:

- 1) The New Residence Hall
- 2) EHSC building
- 3) Guild

Start:
7/1/2019

Providing Department:
Facilities and Maintenance

End:
6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1) Complete the NRH on time and on budget.
- 2) We completed some construction to be ready to start the construction of the EHSC this year.
- 3) We completed work on the exterior of the building and on the interior to improve the condition of the building.

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

- 1) We have construction meetings every two weeks to keep the project on schedule and on budget.
- 2) We have meetings with our College Park project manger and Barton Malow the construction manager at risk to keep the project moving forward.
- 3) We have a consultant checking to make sure our improvements are working.

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

- 1) The NRH is on schedule and under budget.
- 2) The EHSC building project is on schedule.
- 3) The consultants reports prove we have improved the building.

What were the results?:

- 1) The NRH will be completed in May of 2020.
- 2) The initial bids are due soon to start the early package construction.
- 3) We opened the in time for fall of 2019 classes.

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) The furniture will be delivered to the building 5/26/2020. The NRH will be ready for occupancy for fall 2020.
- 2) Construction will start in April of 2020.
- 3) We will continue to improve the indoor quality of the Guild complex.

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

- 1) Regularly scheduled A & F meetings.
- 2) Regularly scheduled A & F meetings.

3) Regularly scheduled A & F meetings.

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:

Completion of the New Residence Hall

Construction of the Education Health Science Center

Installation of a new chiller for the Guild complex

Start:

7/1/2019

Providing Department:

Facilities and Maintenance

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Finance

Fiscal Year 2019 Finance Annual Report

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

Start:

7/1/2019

Providing Department:

Finance

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- AP1 - Increase facility renewal expenses to reach/exceed the 2% replacement value of state buildings in FY2019 to reach the Board of Regent's original goal for institutions. (Department Goal 2 & 3)
- AP2 - Maintain the 1% fund balance goal in FY2019. Both AP1 and AP2 are financial indicators of the University's financial health. (Department Goal 2 & 3)
- AP3 - Receive a "green" in overall trends on the USM Financial Dashboard Indicators for FY2019 (Department Goal 2 & 3)
- AP4 - Provide Financial Information and Transparency to campus groups about the FY2019 budget (Department Goal 3)

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

- AP1 - Measure effectiveness by an increase from the year before and/or meeting the 2% goal set by the Board of Regents with actual expense reported to USM for facilities renewal.
- AP2 - Put 1% of unrestricted funds into the fund balance at year end fy2019.
- AP3 - Green arrow overall on the financial indicators dashboard.
- AP4 - Present to Faculty Senate, IPR, Staff Senate, State of the University and EDLS the updates on the FY2019 budget.

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

- AP1 - Results were assessed by comparing facility renewal expenses and percentages by fiscal year.
- AP2 - A marking of green on the System indicator for the fund balance goal shows the goal was reached.
- AP3 - Assessment is the green arrow indicator on the System overall benchmark rating.
- AP4 - Presentations to campus groups on the FY2019 budget.

What were the results?:

- AP1 - After reallocations of funding and careful planning of facility projects, the FY2019 numbers were assessed to see if the action priority was met for facility renewal spending. Compared to FY2018, FSU increased from 2.5% to 2.6% in FY2019 of replacement value spending. (see additional slides below AP#1a)

FSU Facility Renewal	
Fiscal Year	Percentage
2015	0.5%
2016	1.2%

2017	1.6%
2018	2.5%
2019	2.6%

- AP2 - FSU met the 1% fund balance goal in FY2019 even with declining enrollments. (see chart below AP #1, 2 & 3)
- AP3 - FSU received the overall "green" indicator on the USM dashboard indicators. (see chart below AP #1, 2 & 3)
- AP4 - VP of Administration & Finance and AVP of Budget & Finance presented budget data and updates on the FY2019 budget to the Executive Committee & Deans, IPR, Faculty Senate (Fall & December), Staff Senate, EDLS, and at the State of the University in the fall. (see AP# 4 below for an example)

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 - Since over 90% of the buildings on the FSU campus were built before 1978, the commitment to facilities renewal is imperative to the longevity of the University. FSU has assessed and planned priority lists of projects to be completed along with the reallocations of funding. The priority will continue to fund infrastructure projects on campus.
- AP2 - FSU will continue to replenish the fund balance each year. These funds are important to the University as well as the System for bond ratings and financial stability.
- AP3 - FSU will continue to strive to receive the overall "green" arrow on the USM dashboard indicator.
- AP4 - The VP & AVP will do presentations on campus in the upcoming year to illustrate the budget situation of the University for clarity and transparency.

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

Results were presented in shared governance on campus, Administration & Finance staff meeting, Executive meetings and in University of System of Maryland documents. Also at State of the University, EDLS, and IPR.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP #1, 2 & 3.pdf](#)

[AP #1a.pptx](#)

[AP # 4.pdf](#)

Fiscal Year 2020 Finance Annual Report

Specify your Division/Department Goals Priorities.:

1. Emphasize customer service in all areas of Frostburg State University's departments of Finance & Budget. (FSU Goal #4)
2. Provide excellent stewardship of financial resources. (FSU Goal #4)
3. Promote accountability, efficiency, and transparency of financial management. (FSU Goal #4)

Start:

7/1/2019

Providing Department:

Finance

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Increase facility renewal expenses to reach/exceed the 2% replacement value of state building in FY2020 to reach the Board of Regent's original goal for institutions. (Department Goal #2 & #3)

AP2 - Receive 10 out of 15 green indicators on the University of System financial indicator ratings. (Department Goal #2 and #3)

AP3 - Provide Financial Information and Transparency to campus groups about the FY2020 budget. (Department Goal #3)

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

AP1 - Measure effectiveness by an increase from the year before and/or meeting the 2% goal set by the Board of Regents with actual expense reported to USM for facilities renewal.

AP2 - Compare the amount of green indicators on the USM ratings sheet to see if FSU met 10/15 green indicators.

AP3 - Present to Faculty Senate, IPR, Staff Senate, State of the University and EDLS the updates on the FY2020 budget.

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

AP1 - Results were assessed by comparing facility renewal expenses and percentages by fiscal year.

AP2 - Evaluate based on a rating of reaching 10/15 green indicators on the USM financial indicator report.

AP3 - Presentations to campus groups on the FY2020 budget including staff and faculty senates, IPR, and the State of the University.

What were the results?:

AP1 - After reallocations of funding and careful planning of facility projects, the FY2020 numbers were assessed to see if the action priority was met for facility renewal spending. Compared to FY2019, FSU increased from 2.6% to 2.7% in FY2020 of replacement value spending. (see document below)

AP2 - FSU received 6/15 green indicators. We did not meet the goal of 10/15 green indicators. FY2020 was complicated due to COVID-19 challenges. These challenges late in the year hindered the University's financial goals. Due to refunds from closing the campus, COVID expenses and challenges,

AP3 -Presentations to campus groups on the FY2020 budget: (see example below)

Back-up for AP#3

<https://www.frostburg.edu/files/pdfs/presidents-office/finalstateofunivslidessept-5-2019w52019.pdf>

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 - The focus of the facility renewal funding for they upcoming year is to hit the reduced targets set by System. These reduced targets were allowed due to the COVID-19 challenges and reduced state appropriations. FSU will set the budget at the lower amount. After this target was set, System did award an additional \$436,881 for a "shovel ready" project from funding by the State of Maryland. FSU plans to use this funding for the Gunter Hall Roof replacement project.

AP2 - The focus in FY2021 is to try to increase the green indicators from 6 to at least 7. But since we are still feeling the impacts of COVI-19, this goal may not be reached. We are reallocating funding strategically to meet the goals, but the impact of state appropriation loss, declining enrollments and COVID expenses are impacting our progress.

AP3 -VP of Administration & Finance and AVP of Budget & Finance presented budget data and updates on the FY2020 budget to the Executive Committee & Deans, IPR, Faculty Senate, Staff Senate, and at the State of University in the fall.

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

Results were presented in Administration & Finance staff meetings, executive meetings, and in University System of Maryland documents. AP#1 was presented in shared governance meetings, State of the University and IPR.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP #1 Facility Renewal by Fiscal Year.xlsx](#)

[AP #2 USM Financial Indications.pdf](#)

Human Resources

FY20 HR Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1. Partnership and Collaboration. [Links to University Goal #4.](#) The Office of Human Resources (OHR) will set an example of partnership, community engagement, and cooperation through the successful negotiations, committee, task force, and organization membership designed to benefit the larger campus community by creating increased awareness of significant issues.

Goal 2. Professional Development for Faculty and Staff. [Links to Strategic Plan Action Priority #12.](#) Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. 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.

Start:

7/1/2019

Providing Department:

Human Resources

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

2.1. Partnership & Collaboration

- [HR Partners:](#) Continue to partner with Administrative Assistants on campus to increase knowledge and awareness of any changes in policy and procedures. Meet at least monthly when possible during the spring and fall semester.

- Labor/Management Committee: Focus on developing a cooperative partnership with the unions to identify issues of concern and jointly procure solutions to mitigate grievances. Meet as needed.
- Committee Members: Continue to serve on various committees on campus to improve communication and services. Attend meetings as scheduled.
- Wellness Activities: Continue to promote and offer ongoing wellness activities to drive healthier habits, team wellbeing, and financial wellness throughout the year via on campus events, webinars, emails, trainings, and consultation with supplemental providers for the campus community.
- Employee Appreciation Day Committee: Continue to increase employee morale and improve motivation by recognizing and showing appreciation for employee efforts and contributions to FSU. HR Committee will meet at least monthly to plan event(s).
- Employee of the Month Recognition: Continue to recognize and reward employees that have gone above and beyond their job description - exceptional performance. The committee will review the nominations monthly and announce selection to the campus community.

2.2 Professional Development

The Professional Development Conference Committee will provide training and development opportunities for faculty and staff to enhance their knowledge, skills and abilities and to impact their personal and professional growth. Training and development opportunities include:

- Seventh Annual Professional Development Conference - March or April
- One-day Professional Development Virtual Workshop - September or October
- Employee and Development Leadership Series sixth cohort - September through April
- Professional Development Committee will meet monthly to develop, discuss, implement, and evaluate training and development opportunities for faculty and staff.
- Tailored trainings will be offered to supervisors and employees based on the demands of the university, including but not limited to FMLA, Injury Reporting, Performance Management Process, Customer Service, New Hire Orientation.

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

3.1. Partnership and Collaboration

- HR Partners: Participation at monthly meetings average greater than 12.
- Labor/Management Committee: Minimal as needed.
- Committee Members: CHRO and OHR staff voluntarily serve on at least one or more campus-wide and USM committees.
- Wellness Activities: Number of activities greater than five (5).
- Employee Appreciation Day: Number of attendees greater than 100; Cost per employee reduced or at no cost to the employee.
- Employee of the Month: Recognition monthly.

3.2. Professional Development for Faculty and Staff

- Attendance at large events greater than 60 attendees
- Percentage of attendance greater than 60%
- Number of events held greater than 5
- Targeted audience - faculty and staff
- Satisfaction Survey - expect to have overall satisfaction rate of 60% or greater.
- Survey Response greater than 50%

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

- Took attendance at each event to capture adequate percentage of attendance.
- Looked at overall number of employees attended/participation and survey response rates.
- Assessed satisfaction surveys for training effectiveness, satisfaction, and feedback.

What were the results?:

4.1. Partnership and Collaboration

- HR Partners: Participation at monthly meetings averaged 16 employees. Due to COVID-19, we were unable to have an event on campus to recognize the Administrative Assistants.
 - OHR continues to share information with the Academic Affairs Executive Admin Assistants so that all members have access to consistent information.
- Labor/Management Committee: No meetings held at the request of either union or management. This could be due to ongoing negotiations/meetings with the unions regarding COVID-related health and safety concerns for the last half of fiscal year 2020.
- OHR staff served/volunteered as Graduation Ushers, Chair of Graduation Ushers for Winter 2019 graduation ceremony, Relay for Life, concession stand with the Veteran's Center.
- Committee Members served on:
 - Institutional Committees and Work Groups:
 - Assessment, Institutional Effectiveness and Compliance (AIEC)
 - Staff Senate
 - Strategic Planning Committee
 - Emergency Preparedness Committee
 - Health and Safety Committee
 - Employee Development and Leadership Series Steering Committee (EDLS)
 - Commencement Committee
 - Labor Management Committee
 - Pandemic Committee Team

- Recovery Response Team
 - Risk Management Team
- USM Committees and Work Groups
 - Data Analytics Work Group (DAWG)
 - Classification and Compensation Committee (CCC)
 - Labor and Employee Relations Work Group (LERW)
 - Coalition Bargaining Group
 - System-wide Human Resources Committee (SHRC)
 - USM Benefit Coordinators Committee
- Wellness Activities: On-campus Activities totaled two (2) events - Benefits Fair, State of Maryland Pre-retirement seminar. Several events were canceled due to COVID-19; transitioned to webinars. Monthly Wellness Webinars - State of Maryland.-, Fidelity, TIAA. Monthly State of Maryland newsletter announcements/access.
- EDLS: Averaged 11 participants at monthly sessions from September through April.
- Employee Appreciation Day was planned but was canceled due to COVID-19. Looking into virtual recognition event.
- Two (2) FMLA/IWIF and Parental Leave trainings presented to campus community.
- EDLS: Eleven cohort members participated in monthly sessions for FY 2020. Successfully completed all sessions. Graduation ceremony postponed due to COVID-19.
- Employee of the Month: Nominations received each month averaged 3 with a total of 12 employees recognized. <https://www.frostburg.edu/human-resources/Employee-of-the-Month/index.php>

4.2. Professional Development for Faculty and Staff

- Professional Development Conference on 10/30/19. The additional spring conference in April 2020 was postponed due to COVID-19 - virtual sessions planned for fall 2020.
 - Attendance at events resulted in 50 people anticipated with 24 attending.
 - Percentage of attendance was 48%.
 - Targeted audience - faculty and staff.
- Customer Service Training on 9/13/19 and 3/11/20
 - Attendance: Anticipated 25 people with 22 attending.
 - Percentage of attendance was 88%.
 - Survey response: 17 people responded to survey with 100% rated overall satisfaction with Excellent or Good.
 - Satisfaction survey: 81% responded to survey.
- New Hire Orientation - 9 events
 - Attendance: 43 people anticipated with 43 attending.
 - Percentage of attendance: 100%
 - Satisfaction Survey: 26 people responded to survey with 90.91% rated overall satisfaction with Excellent or Good.
 - Survey Response: 61%
- Mental Health First Aid and Compassion Fatigue
 - Attendance: 6 people with 10 anticipated.
 - Percentage of attendance was 67%.
 - No survey provided.
- Search Committee Process Training - 18 events

- Attendance: Approximately 50 people attended
 - No surveys provided.
- Combined Total of Trainings
 - Total People Trained: 212
 - Attendance Rate: 82%
 - Training Events: 35
 - Satisfaction Rate: 97%
 - Survey Response: 61%

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?:

5.1. Partnership and Collaboration

- HR Partners: Continue to engage and collaborate virtually with Administrative Assistants in the colleges due to COVID-19. Transitioning to virtual meetings due to COVID-19 restrictions.
- Labor/Management: Continue to identify issues of concern and discuss based on articles of the MOU.
- Committee Members: Continue to have OHR serve on USM and FSU committees and work groups. Continue with volunteerism.
- Wellness Activities: Continue to reach out to the campus community to provide opportunities, activities, webinars, and consultative meetings with supplemental providers. Transitioning to virtual meetings and events due to COVID-19 restrictions.
- Employee Appreciation Day: Continue to seek funding sources to remove meal cost to employees. Continue to recognize the efforts of the employees by utilizing Coca Cola sponsorship and foundation contributions for giveaways. COVID-19 impacted this event and was canceled for FY 2020. Looking at creating a virtual recognition event due to COVID-19 for FY 2021.
- EDLS: Continue to seek other funding sources to continue the series and resource allocations from senior leadership. Virtual sessions being discussed by the Steering Committee due to COVID restrictions.
- Employee of the Month: Continue to seek nominations and recognize employees monthly.

5.2. Professional Development for Faculty and Staff

- Professional Development Conference will be scheduled. Discussing workshops and half-day mini sessions to capture more attendance.
- Seeking additional funding sources/sponsors for Professional Development Conference. University Advancement continues to solicit funds for Faculty professional development.
- Supervisor training discussed but on hold due to short staffing in OHR and COVID-19 restrictions.
- Working on the 7th EDLS cohort - on hold due to COVID-19 restrictions. Seeking nominations, updating session curriculum, and identifying funding needs.
- Implement New Hire Orientation program virtually to improve the onboarding process - increase in satisfaction, retention, and knowledge of FSU policies and procedures.

- [Look at recording/uploading trainings to create more engagement, additional learning opportunities, and accessibility at any time for the campus community.](#)

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

All OHR staff members contribute to the plan and provide input and feedback. Plans and action items are discussed and updated at biweekly staff meetings. Status is updated on the Staff Project Tracker. Informal staff meetings are held as needed to update staff members. CHRO attends staff meetings with the Division Vice President and updates OHR staff as appropriate.

Evidence, artifacts, and or back up documentation:

Attached Files

[Training Tracking FY 2020.xlsx](#)

[Final List.xlsx](#)

[REMINDER HR PARTNERS MEETING TODAY!.txt](#)

[HR Partners Agenda 110519.docx](#)

[HR Partners Minutes 10-1-19.docx](#)

[HR Partners Minutes 110519.docx](#)

[Final PDC Attendance List 41019.xlsx](#)

[Emergency Paid Sick Leave Public Health Emergency Leave -2 042020.pdf](#)

[Pandemic Plan FAQs - Final Draft 041020-clean copy.docx](#)

[Project Status Log 05-28-20.xls](#)

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Human Resources

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

Office of Information Technology
FY20 Office of Information Technology Annual Report
Specify your Division/Department Goals Priorities.:

1. Promote transparent technology planning and budgeting through new governance structures and processes. (FSU Goal #4)
 - a. Establish a University IT governance structure.
 - b. Develop project management proficiencies.
 - c. Create a new IT funding model to enable regular technology replacement cycles.
2. Foster a culture of data-informed decision making by establishing a University data strategy. (FSU Goal #4)
 - a. Develop a long-term data strategy.
 - b. Expand data governance committee to ensure proper use and integrity of University data.
 - c. Expand the use of our analytics platform.
3. Identify opportunities for improving administrative tasks and processes. (FSU Goal #4)
 - a. Implement a system to digitize workflows and approvals.
 - b. Evaluate business processes for reengineering opportunities across all University departments.
 - c. Develop a plan and roadmap to migrate enterprise systems to a cloud platform.

4. Improve the student experience by focusing on interactions with technology throughout the student life-cycle. (FSU Goal #2)
 - a. Ensure academic and common areas have adequate wireless coverage and capacity.
 - b. Map student interactions and processes at all life-cycle stages to enhance efficiency and identify opportunities for improvement.
 - c. Ensure all student applications are mobile compatible.
 - d. Implement a system to manage student interactions and engagement.
 - e. Establish a student technology advisory committee to serve as a platform for feedback and suggestions regarding technology initiatives.
5. Protect University data by expanding our focus on information security. (FSU Goal #4)
 - a. Establish a dedicated team to centralize security functions.
 - b. Increase security awareness for faculty, staff, and students.
 - c. Explore opportunities to further secure our environment by adopting new security standards and technology.
 - d. Expand the collection of security data and logs to more actively monitor for security threats.
 - e. Develop a new data privacy model to prepare for future legislation.
6. Continue to improve and enhance IT services. (FSU Goal #4)
 - a. Provide and promote technology training to the campus community.
 - b. Evaluate current support models and identify opportunities to better adopt industry standards related to service management.
 - c. Improve communications with the campus community through consistent messaging.
 - d. Develop campus-wide strategies for printing and storage services.
 - e. Establish customer success roles in IT to ensure technology is effectively supporting departmental and unit missions and goals.
7. Support the teaching and learning experience by facilitating and promoting the use of technology. (FSU Goal #1)
 - a. Ensure classrooms are equipped with technologies that enable the learning experience.
 - b. Provide support and technology for the online teaching and learning environment.
 - c. Support Open Educational Resources (OER) initiatives by designing and providing related resources for faculty.
 - d. Leverage the professional experience and industry expertise of IT staff to better promote and engage students in technology careers.
8. Foster an environment of collaboration and continuous learning for IT staff. (FSU Goal #3,4)
 - a. Ensure IT staff are effectively aligned to support the University.
 - b. Centralize IT into one physical location to facilitate collaboration and teamwork.
 - c. Establish professional development plans to ensure IT personnel have the training and tools needed to successfully support the University mission and goals.

Start:

7/1/2019

Providing Department:

Office of Information Technology

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1. Annually review the budget; hardware and software maintenance; and software library for opportunities to save money by replacing or eliminating technologies. (OIT Goal #6)
2. Increase security awareness through annual training and semi-annual phishing exercises (OIT Goal #5)
3. Evaluate the effectiveness of current academic collaboration software Big Blue Button. Complete during the spring semester to change the system during the summer if necessary. (OIT Goal #7)
4. Add security solutions to improve security posture. (OIT Goal #5)
5. Implement an online video collaboration platform to enable remote work for staff as soon as possible as we prepare to shift to remote work. (OIT Goal #6)
6. Distribute laptops to faculty, staff, and students to facilitate remote learning and working for the pandemic. (OIT Goal #6)
7. Provide reliable wireless internet coverage in the new Brownsville Residence Hall before the building opens in Summer 2020. (OIT Goal #4)

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

1. Measure the amount of money saved on eliminating software costs and reducing systems to manage.
2. Measure the percentage of classes taken by faculty and staff and monitor the phishing exercises for the percentage of people clicking the fake phishing email.
3. Survey faculty for the satisfaction of Big Blue Button.
4. Evaluate risk reduced by implementing security solutions or new security architectures.
5. Measure adoption of the new platform.
6. Measure the number of staff and faculty able to work remotely.
7. Evaluate help desk tickets for complaints of wireless coverage in Brownsville Hall. Analyze architectures to save money on the final solution.

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

1. OIT reviewed software and systems to determine if we could eliminate the product, replace it with existing technology, or replace it with a lower-cost solution. We totaled the savings of the displaced systems. Any savings without sacrificing services to the campus community is ideal.
2. OIT assessed the completion of the annual security awareness training and the results from the test phishing campaign.
3. OIT used the survey results sent to faculty regarding their satisfaction with Big Blue Button to determine if we should move to a different platform.
4. Identify the mitigated risks by the new solutions implemented.
5. OIT evaluated the Microsoft Teams platform's usage in the management dashboards and determined if employees are using the platform.
6. OIT monitored help desk tickets and phone calls to determine if we need to acquire additional laptops to meet the user's needs.
7. We assessed the wireless architecture's effectiveness through student feedback and effective use of University funds. We also compared the costs of the different proposals to identify the most cost-effective solution.

What were the results?:

1. OIT identified three areas this year to eliminate and replace different strategies that saved the University over \$42,644 per year.
 1. The IT Applications and Development department replaced Crystal Reports with Oracle BI Publisher and saved \$8744 per year in licensing.
 2. OIT eliminated the Fischer Identity Management password portal and replaced it with the Microsoft Password portal. Since FSU is already licensed to use the Microsoft tool, there was no additional cost. This change saves the Tech Fund \$27,000 per year.
 3. The IT Infrastructure team designed a new network to provide FSU offices in the Lyric building with a more reliable connection at a lower cost. The previous price of the monthly internet service was \$575 a month. We bought network hardware (a firewall for \$891) and set up an encrypted connection over an existing Comcast service. This new design allowed us to eliminate the monthly service and saves the University \$6900 a year in ongoing savings.
2. 99% of all faculty and staff completed the required security awareness training. In the two phishing tests, the click responses were 21.8% and 17.4% in succession. This difference in the exercise was a 20% improvement.

3. In a survey sent to all faculty, 48 responded and rated BBB at 3.24 on a scale of 5 very satisfied and 1 very unsatisfied. In the open comments, many faculty reported some problems with the software's limitations and intermittent issues. Using this information and the current pandemic, we could justify the switch to another product.
4. Due to the pandemic and a shift in priorities, we could not implement any new security strategies during this reporting period.
5. Microsoft Teams launched in the spring semester with limited analytics capability. OIT does not have usage data during that period. However, in November 2020, usage data shows that Microsoft Teams had on average 500 daily users and over 100 meetings organized a day.
6. We distributed over 135 laptops to faculty, staff, and students. We were able to accommodate all of the requests.
7. The original network design in the Brownsville Residence Hall included wireless access points in the hall and no wired connection in the rooms. OIT was concerned with the service and the experience to the students caused by this design. OIT proposed a new plan using existing equipment and labor from the IT department. The new design saved \$80,000 in hardware and supplies, and it moved the access points into the rooms with the students. Also, a wired network port was added to every student room. A wired connection is essential for the student's gaming devices not to experience lag when playing online.

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. OIT has realized significant cost savings by utilizing new and existing features of Microsoft's software portfolio. The money saved from replacing Fischer Identity was used for other faculty and academic needs in the tech fund. The other savings were used to help balance the budget caused by the COVID pandemic.
2. The security awareness training and phishing tests are improving our security posture. OIT will continue to invest in these services.
3. OIT has delivered a tool that has more features and capabilities than the previous Big Blue Button. It provided better integration with our Canvas LMS.
4. The new "work from home" model has created additional security challenges for OIT. Even though we could not implement any new strategies or tactics during this reporting period, this action priority will remain for next year. OIT needs to continue to find ways and implement strategies to improve our security posture.
5. Microsoft Teams has been widely adopted across campus as a tool to help with collaboration and video meetings during this pandemic. Also, since users are becoming more proficient with this tool, it will likely change how we meet and collaborate even after the pandemic is over.

6. Moving laptops from labs to staff, faculty, and students have left some of our labs without devices. We will need to address this before we return to face-to-face classes.
7. The new design was a massive success for the department. Also, it helped us avoid a potentially large issue. If students moved into a new residence hall with limited internet capability, it would have looked bad on the University. OIT will continue to monitor 3rd party designs and ensure university funds are effectively used.

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

The results were shared throughout the year at the Office of Information Technology management meetings, IT governance meetings, and with the VP of Administration and Finance.

Evidence, artifacts, and or back up documentation:

Attached Files

[Teams Usage Meetings Organized Report Nov 2020.png](#)

[Teams Usage Report Nov 2020.png](#)

[Security Metrics for FY20.pdf](#)

[BBB survey results.png](#)

[SQ0395509 Fischer Subscription Final Pricing.pdf](#)

[New Res Hall Network Infrastructure Solutions.docx](#)

University Police

Fiscal Year 2019 University Police Annual Report

Specify your Division/Department Goals Priorities.:

1. Emphasize provision of professional law enforcement/safety services to the campus community.
2. Build community relations by providing professional ancillary services to the campus community.

Start:

7/1/2019

Providing Department:

University Police

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Provide Live Scan fingerprinting services to the campus community and extend the service to include non-FSU affiliated community members to foster good community relations. (Department Goal #2)

AP2 - Foster a positive relationship between student leadership and FSUPD and FPD. The FSU Chief of Police will invite SGA, BSA and other subordinate student groups to a monthly lunch meeting to discuss issues of common concern. (Department Goals #1 & #2)

AP3 - Routinely review the campus wide video as a resource to help solve thefts. (Department Goal #1)

AP4 - Working with the General Counsel begin a thorough review and revision of FSU's emergency preparedness planning to foster a culture of safety. (Departmental Goal #1 & #2)

AP5 - Seek approval to recruit and hire an Environmental Safety and Sustainability Officer as a member of FSUPD.

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

AP#1 FSUPD provides fingerprinting services from 8 AM, to Noon on average one day per week. Effectiveness is assessed based on demand for the services.

AP#2 The Chief hosted 4 (3/1, 3/29, 9/20, 9/22) lunch meetings with the leadership of SGA, BSA, and various subordinate groups. Topics were primarily driven by student interest including police use of force, parking concerns, and FPD's temporary location on campus.

AP#3 The theft closure rate is measured against the baseline 2016 theft closure rate of 27%.

AP#4 Progress will be measured by the number of Departmental Emergency Operation Plans finalized.

AP#5 Progress will be measured by the elements of procuring this position that have been accomplished.

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

AP#1 During CY 2019 how many FSU faculty/staff members, FSU students and non FSU affiliated community members were fingerprinted? How much revenue did these activities generate for the University while providing a needed service in a very convenient location.

AP#2 The students were asked if they found the meetings useful and if they wanted them to continue.

AP#3 Total thefts closed with the assistance of data recorded by the video cameras were evaluated compared to 2016 baseline.

AP#4 The General Counsel and Chief met on average two times per week to advance this project. Meetings were held with key personnel in Departments/Buildings on campus to facilitate creation of Departmental Emergency Preparedness Plans. A standard template was used, and guidance was provided by the Chief and GC.

AP#5 Was the position approved? Was the position developed and advertised? Has an individual been hired to fill the position?

What were the results?:

AP#1 During CY 2019 26 FSU faculty /staff members, 228 FSU students and 89 non-FSU affiliated community members were fingerprinted. Generating \$13,268 of gross revenue for the University while providing a needed service at a very convenient location.

AP#2 While attendance on the part of some student groups waned this fall, when queried, the President of SGA said she found these meetings very useful and requested that they continue.

AP#3 Total thefts rose in 2019, however they still represent a reduction from the 2016 thefts. 30% of total thefts have been closed using video evidence. Video coverage was present in 12 of the total 23 2019 thefts, 7 of those cases were closed.

	2016	2017	2018	2019	
total thefts	43	25	15	23	2019 closed via camera 7 of 23.

AP#4 Department Emergency Operations Plans are in place in the following areas: Executive Guidance, Budget Office, Hitchins Building, Lane Center, Student Affairs, Provost's Office.

AP#5 Interviews for the Environmental Safety and Sustainability Officer are scheduled for the second and third week of February 2020. An office at FSUPD has been established for the individual and we anticipate hiring by the end of March 2020.

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?:

AP#1 The demand for FSUPD to provide services supporting fingerprint based background checks for legislatively mandated reasons and positions remains strong. As such we plan to continue our program in its current configuration.

AP#2 The Chief will continue to host the monthly meetings with student leadership.

AP#3 There was an increase in reported thefts 2018-2019, while the trend line over time continues down. Video surveillance is proven to be an excellent investigatory tool that we will continue to use while encouraging additional hardware as available.

AP#4 We anticipate expanding the University Emergency Preparedness Committee to include some outside partners as we continue to roll out Department level Operational Plans. To date our efforts have been well received by the campus community. We anticipate the new Safety Officer will be an additional resource in play for the next reporting cycle.

AP#5 During 2020 the new Safety Officer will bring additional capabilities and resources to campus safety and emergency planning. The VP for Administration and Finance has allocated a budget for this position.

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

The leadership team at FSUPD is comprised of the Chief, the Administrative Lieutenant, and the Operation Lieutenant. We are a para-military organization with a clear command and control structure. The Department goals, action priorities and subsequent outcomes are routinely communicated up and down through the department, often verbally. The Chief communicates on a daily basis with the Lieutenants often emphasizing the goals and priorities of the department. In addition one or two full department staff meeting are convened throughout the academic year.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP#1.pdf](#)

[AP#3.pdf](#)

[AP#5.pdf](#)

[AP#2.pdf](#)

Cultural Events Series

SCI Cultural Events Series Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

SCI Goal 1: Transformative Experiences

SCI is committed to educating and empowering students, faculty, staff, alumni and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.

SCI Goal 2: Managing Facilities and Services

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 Goal 3: Collaborative Partner

SCI is committed to serving as a collaborative partner in the cultural, social and economic development in western Maryland and the tri-state region.

SCI Goal 4: Administrative Efficiency

SCI is committed to increasing administrative efficiency and maximizing organizational effectiveness.

Start:

7/1/2019

Providing Department:

Cultural Events Series

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 1, CES Action Priority 1 CES will develop and implement a variety of specialized programming experiences designed to grow audiences for FY 20.

SCI Goal 2, CES Action Priority 1 Cultural Events Series (CES) will evaluate the effectiveness of the CES Donor Program in FY 20 and develop a plan for cultivating future donors and sponsors.

SCI Goal 3, CES Action Priority 1 Cultural Events Series (CES) will develop and implement a comprehensive performing arts series for FY 20.

SCI Goal 4, CES Action Priority 1 Cultural Events Series (CES) Box Office will adjust processes to utilize University Tickets as the primary ticket platform in FY 20.

SCI Goal 4, CES Action Priority 2 CES will actively pursue and identify external funding in FY 20 through granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations; and develop a long term development strategy for event sponsorships.

SCI Goal 4, CES Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff, production team and volunteers in FY 20.

SCI Goal 4, CES Action Priority 4 CES will develop a marketing plan/strategies that promote individual CES events and promote the CES brand to our various stakeholders to maintain our position as a premier, regional arts presenter in FY 20.

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

SCI Goal 1, CES Action Priority 1 CES will develop and implement a variety of specialized programming experiences designed to grow audiences for FY 20.

- Inform/explore performance themes beyond the public performance (Arts for Enrichment events)
- Arts for the School Day and STEAM Fair
- Co-curricular and/or academic collaborations
- Community partnerships
- FSU partnerships
- Track number of brochures distributed to patron database to show patron growth

SCI Goal 2, CES Action Priority 1 Cultural Events Series (CES) will evaluate the effectiveness of the CES Donor Program in FY 20 and develop a plan for cultivating future donors and sponsors.

- Track donor and sponsor giving
- Compare level of giving to previous years
- Determine surprise acknowledgements to donors throughout season (pop up donor table in lobby to thank donors/sponsors: mug, chocolates...)
- Total number of donors/sponsors
- Total money raised through program

SCI Goal 3, CES Action Priority 1 Cultural Events Series (CES) will develop and implement a comprehensive performing arts series for FY 20.

- Attendance
- Season brochure
- Monthly newsletters
- Patron surveys: individual performances, EOY survey

SCI Goal 4, CES Action Priority 1 Cultural Events Series (CES) Box Office will adjust processes to utilize University Tickets as the primary ticket platform in FY 20.

- Ticket scanning for CES, student and free events (magstripe)
- Volume of ticket sales – comparison to previous years now that students can buy online
- Process for allocation of monthly fees
- Promotion of Free student tickets through digital signage
- Tracking how patrons heard about CES events
- Maintaining distribution list with MailChimp

SCI Goal 4, CES Action Priority 2 CES will actively pursue and identify external funding in FY 20 through granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations; and develop a long term development strategy for event sponsorships.

- Grants
- Sponsors
- Corporate partnerships
- Federal Work Study
- Private Funding
- County Funding
- City Funding

SCI Goal 4, CES Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff, production team and volunteers in FY 20.

- Staff
 - national and state professional organizations
 - staff retreat
 - weekly management meetings
 - certifications
 - webinars
 - discussion of articles – trending themes/operations
- Production Team
 - August Training
 - Weekly production meetings
 - On the job training
 - Goal setting
- Volunteers
 - On the job training
 - Emergency procedures

SCI Goal 4, CES Action Priority 4 CES will develop a marketing plan/strategies that promote individual CES events and promote the CES brand to our various stakeholders to maintain our position as a premier, regional arts presenter in FY 20.

- Box Office data reports
- Track attendance by themes to create a database for target marketing
- Track how hear about performance at time of ticket sale
- Patron feedback on performance survey
- Advisory Board Meetings
- Advisory Board Member actions/assistance
- Allegany Tourism

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

SCI Goal 1, CES Action Priority 1 CES will develop and implement a variety of specialized programming for FY 20.

- Number of special programs delivered
- Number of attendees at special programs

SCI Goal 2, CES Action Priority 1 Cultural Events Series (CES) will evaluate the effectiveness of the CES Donor Program in FY 20 and develop a plan for cultivating future donors and sponsors.

- Annual membership yield

- Amount of funds raised from membership
- Patrons attendance numbers

SCI Goal 3, CES Action Priority 1 Cultural Events Series (CES) will develop and implement a comprehensive performing arts series for FY 20.

- Variance and variety of artists
- Attendance of series events

SCI Goal 4, CES Action Priority 1 Cultural Events Series (CES) Box Office will adjust processes to utilize University Tickets as the primary ticket platform in FY 20.

- Number of purchases through electronic ticketing
- Cost savings to consumer and university

SCI Goal 4, CES Action Priority 2 CES will actively pursue and identify external funding in FY 20 through granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations; and develop a long term development strategy for event sponsorships.

- Variance of grant and sponsorship sources
- Total funds allocated from grants and sponsorship sources

SCI Goal 4, CES Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff, production team and volunteers in FY 20.

- Descriptive depth of training
- Number of staff and number of hours trained

SCI Goal 4, CES Action Priority 4 CES will develop a marketing plan/strategies that promote individual CES events and promote the CES brand to our various stakeholders to maintain our position as a premier, regional arts presenter in FY 20.

- Quantitative and qualitative data regarding source of purchase
- Email and social media analytics

What were the results?:

SCI Goal 1, CES Action Priority 1 CES will develop and implement a variety of specialized programming for FY 20.

EDUCATIONAL AND COMPLEMENTARY PROGRAMMING

Complementary events targeted populations of all ages. CES' Afterschool Arts program reached local middle school students with a presentation from Carnegie Science Center, *Who Wants to Be an Engineer?* A pre-season celebration took place at the 1812 Brewery in Cumberland, Maryland and featured a performance from musician Derek Shank. A jazz clinic with saxophonist Derek Brown reached local musicians, and teens from the Maryland Department of Juvenile Services. Music students benefited from masterclasses in cello and flute with MSO artists, and a vocal workshop with countertenor Terry Barber. The Arts for the School Day program offered three performances of *Dear Edwina*, and an immersive STEAM-related project, *I Want to Be a Better Me: Adventures in Arts and Science*. Classical music lovers attended *Prélude* with MSO Music Director Elizabeth Schulze. Crys Matthews visited Clatter Café in downtown Frostburg with a small, intimate performance and discussion: *Sing Don't Shout - An Alternative Approach*. The Offstage Series with WFWM involved a post-show discussion with Thomas Pandolfi; similar sessions with the Brubeck Brothers Quartet, Ghost-Note and Veronica Swift were cancelled due to the COVID-19 pandemic.

Total attendance at complementary programs was 1372.

- Arts for School Children: Cirque Mei interactive experience with Allegany County Chinese Immersion Program
- Afterschool Arts: Carnegie Science Center on the Road "*Who Wants to Be an Engineer: Imagine it. Make it. Make it Better!*"
- Arts for Enrichment: Maryland Symphony Orchestra Cello and Flute Masterclass
- Arts for Enrichment: Derek Brown Saxophone Masterclass
- Arts for the School Day: FSU Theatre in *Dear Edwina* (2)
- Arts for the School Day: Evergreen Heritage Center "*I Want to Be a Better Me: Adventures in Arts and Science*" (2)
- Arts for Enrichment: MSO *Prélude*
- Arts for Enrichment: Vietnam Veterans of America Flag Dedication
- Arts for Enrichment: Terry Barber Vocal Masterclass
- Offstage with WFWM series: Thomas Pandolfi
- Arts for Enrichment: Crys Matthews "*Sing Don't Shout - An Alternative Approach*"
- Arts for Enrichment: Greg Latta Irish-American Heritage Month Performance
- Offstage with WFWM series: Ghost-Note (*cancelled*)
- Offstage with WFWM series: The Brubeck Brothers Quartet (*cancelled*)
- Offstage with WFWM series: Veronica Swift Trio (*cancelled*)

PARTNERSHIPS AND COMMUNITY CONNECTIONS

Partner organizations throughout the season included WFWM-FM, the Vietnam Veterans of America Chapter #172, the WVU Potomac State College Community Jazz Ensemble, FrostburgFirst, the Lewis J. Ort Library, the Evergreen Heritage Center Foundation, the 21st Century After School Program, Allegany Tourism, the Maryland Department of Juvenile Services, Cumberland Jazz Society, FSU Appalachian Festival, FSU departments of Music and Theatre & Dance, Maryland Symphony Orchestra, the 1812 Brewery, The Toasted Goat and Clatter Café.

- CES Patron Database for Annual Brochure Distribution (Numbers are recorded in July of each year for brochure distribution for the coming season.)
 - 2015-16 9207
 - 2016-17 9465
 - 2017-18 10,617
 - 2018-19 10,514 (NOTE: extensive evaluation of patron data was completed to remove names – discussed in SCI Goal 2, Action Priority 1)
 - 2019-20 10,155 (As contact list was transferred to UTIX, extensive evaluation of patron data repeated.)

SCI Goal 2, CES Action Priority 1 Cultural Events Series (CES) will evaluate the effectiveness of the CES Donor Program in FY 20 and develop a plan for cultivating future donors and sponsors.

- 2016-2017 marked the first year of the CES Membership program, yielding 46 members and raising \$6,220.00
- 2017-2018 yielded 43 members and raising \$4450.00
- 2018-19 yielded 38 members and raising \$4050.00 (4 members raising \$880.00 that did not receive member benefits)
- 2019-20 31 Donors giving \$7518. (We have foregone the membership program.)
- Membership Summary previous to 2019-20 season
 - 12 members held membership for 3/3 seasons
 - 21 members held membership for 2/3 seasons
 - 47 members held membership for 1/3 seasons
 - 7 \$250+ (3 were 3-year members)
 - 17 \$100 (4 were 3-year members, 8 were 2-year members, 5 were 1-year members)
 - Only 9 of 42 top membership prospects have not given this year. 79% HAVE GIVEN!!! (as of 11/2019)
- Receptions were held at two performances during the 2019-20 season for a total cost of \$2050
 - 1812 Launch Party
 - Jo Dee Messina
 - Maryland Symphony Orchestra
 - A post show reception was planned for the Brubeck Brothers Quartet, but was canceled due to COVID-19
- Stated member benefits cannot exceed 2% of the member fee without discounting the gift amount.

- Surprise/not promised acknowledgements were implemented
 - Invited to and provided a free drink coupon at inaugural launch party at 1812 Brewery
 - VIP Parking for Board Members, Sponsors and \$100+ donors at all performances.
 - Personal introduction/recognition of performance specific donors/sponsor
 - Sign created with name of show specific donor/sponsor at entrance to performance where applicable
 - Melanie or FSUF representative at lobby table before/after Main Stage performances to talk to donors/patrons
 - Sent letters to past members inviting them to Cirque Mei at a 45% discounted rate (2 tix); limited to multiple year members and one-time members from 2018-19 season at \$100+ level.
 - MSO post show reception
 - Chocolates from McFarlands Candy given to all donors at Terry Barber holiday performance
 - Your're Amazing/Awesome Hershey bars given to all donors at the Russian National Ballet
- Number of members/patrons who purchased six or more performances?
 - 2016-17: 33 members
 - 2017-18: 31 members
 - 2018-19: 29 members
 - 2019-20: 24 patrons

SCI Goal 3, CES Action Priority 1 Cultural Events Series (CES) will develop and implement a comprehensive performing arts series for FY 20.

- Total attendance throughout the season was 4536 with a total youth attendance of 1094.
- International artists from three foreign countries – the Republic of China, Russia and Canada –were featured as part of the CES program with a goal of promoting trans-cultural understanding.
- Seventeen public performances were scheduled; 13 took place, yielding a total attendance of 2950.
- Ticket sales averaged 81% with an attendance rate of 78%.
 - Sold out performances: Cirque Mei, Thomas Pandolfi, Cirque FLIP Fabrique, and the Russian National Ballet
- Eighteen outreach and complementary programs were scheduled; 15 of these programs took place, yielding a total attendance of 1372 and total youth attendance of 775.
- FSU students provided over 1000 hours of service for CES events.
- The COVID-19 crisis, which led to the university's closure in mid-March 2020 resulted in the elimination of seven out of 37 events that were scheduled to take place. Cancelled events included three LIVE! at StarScape performances (Ghost-Note, Brubeck Brothers Quartet, Veronica Swift) and one On the EDGE series performance (Naturally 7). Of the 266 artists scheduled, 244 visited.

PUBLIC PERFORMANCE

Mainstage Series performances included the Appalachian Festival Capstone Concert with Grammy-winner Dom Flemons; Cirque Mei, the Elite Artists and Acrobats from the Hebei Province, China; Jo Dee Messina; the Maryland Symphony Orchestra with *The American Symphony*; Countertenor Terry Barber in *Christmas Presence*; two family presentations of Johnny Peers and the Muttville Comix benefiting the Allegany County Animal Shelter; Cirque FLIP Fabrique in *BLIZZARD*; and the Russian National Ballet in *Don Quixote*.

Intimate events designed to cultivate younger audiences were presented as part of the On the EDGE series. EDGE Artists included Malamanya; folk singer Crys Matthews; and saxophone master Derek Brown, who rehearsed with and performed with avocational musicians from the WVU Potomac State College Community Jazz Ensemble and faculty members from the FSU Department of Music. A performance of a capella musicians Naturally 7 was cancelled due to the COVID-19 pandemic.

One LIVE! at StarScape club-style event featured classical pianist Thomas Pandolfi with *Into the Night with Gershwin*. StarScape events with Ghost-Note; the Brubeck Brothers Quartet and Veronica Swift were cancelled due to the COVID-19 pandemic.

- Johnny Peers and the Muttville Comix (2)
- Appalachian Festival Capstone Concert: Dom Flemons
- On The EDGE: Malamanya
- Cirque Mei: The Elite Artists and Acrobats of Hebei Province, China
- CES Concert: Jo Dee Messina
- On The EDGE: Derek Brown w/FSU Jazz Faculty and Potomac State Jazz Ensemble
- Maryland Symphony Orchestra *The American Symphony*
- Terry Barber, Countertenor *Christmas Presence*
- LIVE! at StarScape: Thomas Pandolfi *Into the Night with Gershwin*
- On The EDGE: Crys Matthews
- Cirque FLIP Fabrique *BLIZZARD*
- Moscow Festival Ballet in *Don Quixote*
- LIVE! at StarScape: Ghost-Note (*cancelled*)
- LIVE! at StarScape: Brubeck Brothers Quartet Celebrates Dave Brubeck's Centennial (*cancelled*)
- On The EDGE: Naturally 7 (*cancelled*)
- LIVE! at StarScape: Veronica Swift (*cancelled*)

The season was promoted through our annual season brochure, monthly newsletters and other community outlets. Patrons were given the opportunity to provide feedback on their live performance experience through electronic post performance surveys, community impact survey and end of year survey. Samples of these results can be found in the supporting documents.

SCI Goal 4, CES Action Priority 1 Cultural Events Series (CES) Box Office will adjust processes to utilize University Tickets as the primary ticket platform in FY 20.

- 5 areas (CES, Student Activities, Theatre and Dance, Music and Athletics) all used the same ticketing system – this is simpler for 1 stop ticket purchasing for all users (faculty/staff/student/community)
- Total Number of Student Tickets Issued (paid and comp)
 - 16-17 11,508
 - 17-18 11,642
 - 18-19 9,969
 - 19-20 15,522
- University Tickets supports SSO (single sign on) – this allows the ticketing system to recognize students and faculty/staff and will give discounts accordingly without having to signup separately
- CES Ticket fee was reduced from \$2.50 to \$1.00 per ticket. - This reduced the cost from \$10 to \$4 for the average family of four. The box office noticed the anecdotal result of no comments made at the time of purchase regarding the added ticketing fee. This was a regular concern in previous years.
- Ability to assign attributes to individual customers – allows for target marketing and sorting by attributes
- CES paid \$8000 / per year in tech fees, this was reduced to \$2500 per year

SCI Goal 4, CES Action Priority 2 CES will actively pursue and identify external funding in FY 20 through granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations; and develop a long term development strategy for event sponsorships.

GRANTS

Maryland State Arts Council

MSAC Grants for Organizations - \$37,453

Mid Atlantic Arts Foundation

Jazz Touring Network: Ghost Note - \$1340 (will be rescheduled in FY 21)

Jazz Touring Network: Veronica Swift - \$1660 (will be rescheduled in FY 21)

Mid Atlantic Tours: Cry Matthews - \$1200

Peter and Iris Halmos Community Fund/Community Trust Foundation

MSO Project - \$3000

Allegany Arts Council

Supports events in Frostburg A&E District - \$1500

FSU Foundation

MSO Project - \$2305

Allegany County Tourism Reinvestment Grant

Production of the 2019-20 Season brochure - \$2500

City of Frostburg Hotel/Motel Tax Fund

General Operating – \$3000

SPONSORSHIPS

Gonzaga Health (Arts for Enrichment) - \$2500

Thomas Cumberland Subaru Hyundai (FLIP) – \$2500

Julie Ferris and Dan McMullen (Don Quixote) - \$2500

Arnone Family (Terry Barber) - \$2500

Terry Murphy (Cirque Mei) - \$1250

First Peoples (MSO) *Corporate Signature Donor* - \$5000

Halmos (**Swift and Brubeck**) - \$3500

Multiple (MSO)

- Douglas Schwab & Mrs. Betsey Hurwitz-Schwab *Signature Individual Donor* \$5000
- Matthew J. Allaway, D.O. and Ms. Kelli L. Allaway \$1000
- Bernice A. Friedland \$1500
- Janice S. Keene \$500
- The Honorable Mary Beth Pirolozzi \$1000
- Victor S. Rezendes & Mr. John E. Minnich - \$1000
- Sandra K. Saville \$2500
- Nicholas J. Scarpelli and Ms. Tama S. Scarpelli \$1000

TOTAL GRANTS: \$53,958

TOTAL SPONSORSHIPS: \$33250

TOTAL SPONSORSHIPS AND GRANTS: \$87,208

SCI Goal 4, **CES Action Priority 3** CES will develop a comprehensive training and staff development plan for its staff, production team and volunteers in FY 20.

- Throughout the year, professional staff members attend conferences and training sessions such as PAE annual conference, Mid Atlantic Arts Foundation Jazz Touring Network Meeting, and PA Presenters.
- Staff members take part in webinars through national organizations such as Americans for the Arts and the Association of Performing Arts Presenters.
- Written studies about the performing arts presenting community are researched throughout the year, and come from organizations such as Wolf Brown, the National Endowment for the Arts, ArtsJournal, and the Doris Duke Charitable Foundation, to name just a few.

- Staff members meet weekly as an entire group, one-on-one with the CES associate director.
- New community volunteers undergo a training session that involves a review of each venue, patron seating, emergency procedures and general customer service needs before the first event.
- Student production team members attend weekly production meetings and receive annual intensive training in August to learn about the season, review day to day operations of CES and SCI, review roles and responsibilities in their respective positions.
- Nine FSU students participated as part of the CES Student Production Team with a total of 598 + hours in the BOX OFFICE and a grand total of 1327 + hours for the season.
- CES Student Production Team students had an average GPA of 3.452.
- Lane University Center Centralized Tech Crew students expanded their tech knowledge through working with professional touring technical staff for a total of 966.75 hours.

SCI Goal 4, CES Action Priority 4 CES will develop a marketing plan/strategies that promote individual CES events and promote the CES brand to our various stakeholders to maintain our position as a premier, regional arts presenter in FY 20.

- Website listed before phone on all marketing
- As we transferred names to University Tickets, we evaluated the lack of contact information on file and those who had opted out of receiving information. Along with merging the duplicate customers, we reduced the number of customers by 2379.
- Track how hear about performance at time of ticket sale - Order Source (where do you hear about us)
 - 2017-18 Email 33%, Brochure 31%, Other 5%, Facebook 4%, Newspaper/Article 3%
 - 2018-19 Brochure 23%, Facebook 20%, Friend 13%, FSU Website 10%, Newspaper Article 9%
 - 2019-2020 Brochure 39%, Email 16%, Friend 12%, Facebook 9%, Flyer 7%, Newspaper 6%, Poster 5%, CES Website 3% and Radio 3%(concert)
- Fees collected vs Fees paid
 - 2018-19 (University Tickets Paid -\$1895, Collected \$2916- this does not include annual fee of \$2650.00), Patron Manager Paid \$8000(minimum), Collected 7175.00 – this does not include annual fee of \$500
 - 2019-20 Paid UTIX Fees \$1644.50 and CC Fees \$2759.88, Collected \$4820.30. This does not include the \$1750 Campus Validation Fee or the Scanner License fee paid by each department user.
- Order origin – internet vs phone/walkup –
 - 2017-18 internet 55%, Mail 5%, walk up 24%
 - 2018-19 internet 58%, Mail 4%, walk up 23% Phone 15%
 - 2019-2020 Internet 55%, Phone 35%, In person 10%
- Delivery Method –

- 2017-18 will call / mail / etickets - will call 6%, walk up 22%, mail 12%, etickets 60%
 - 2018-19 will call / mail / etickets - will call 5%, walk up 24%, mail 12%, etickets 59%
 - 2019-2020 eticket 43%, walk up 37%, mail 12%, will call 8%
- Cash vs Credit Card
 - 2017-18 25% vs 75% (w/o school day checks)
 - 2018-19 25% vs 75% (w/o school day checks)
 - 2019-2020 19% vs 79% (w/o school day checks)
- Donations – this year vs last year, who did not donate –
 - 2017-18 35 patrons who donated 16-17, but did NOT donate 17-18 totaling \$3418.13 in donations.
 - 2018-19 23 patrons who donated 17-18 but did NOT donate 18-19 totaling \$1835
 - 2019-2020 patrons who donated 18-19 but did NOT donate 19-20 totaling \$2812
- Twelve Mail Chimp newsletters were developed and distributed throughout the season
 - 2016-17 20% open average
 - 2017-18 16% open average
 - 2018-19 16% open average
 - 2019-2020 16% open average
- Thirteen Mail Chimp/Survey Monkey online surveys were developed and distributed throughout the season.
 - 2016-2017 47% open average and a completion average of 35%
 - 2017-2018 49% open average and a completion average of 39%
 - 2018-2019 42% open average and a completion average of 40%
 - 2019-2020 53% open average and a completion average of 32%
- Fifteen Mail Chimp marketing pieces were distributed.
 - 2016-2017 open average of 37%
 - 2017-2018 open average of 20%
 - 2018-2019 open average of 23%
 - 2019-2020 open average of 17%
- Cultural Events Series used the social marketing platforms Facebook, Pinterest and YouTube.
 - 2017-2018 Facebook saw an increase of 117 page likes
 - 2018-2019 Facebook saw an increase of 238 page likes
 - 2019-2020 Facebook saw an increase of 117 page likes
- Data tracking of new patron purchase impact.
 - 2017-2018 27 New Patrons with \$2955.94 in Sales (pulled from purchased list only)
 - 2018-2019 494 New Patrons with approximately \$15,549 in Sales (total new customers)
 - 2019-2020 – New Patrons 215 with \$18,459 (total new customers - noticeably new faces came from JDM and dog show)
- Patron feedback on performance survey is collected for every performance and reviewed in administrative staff meetings. Changes in operations are implemented as needed.

- A spreadsheet was created to communicate CES graphic design needs to Marketing and Design to streamline communications of the season marketing needs.
- All CES performance programs included an insert that highlighted local restaurant partners and a survey insert that requested audience response regarding their patronage of local restaurants both before and after attending CES events. On average, the responders stated they spent an average \$31.00 per person at local restaurants.
- Season ad trade/partnerships with regional live performance presenters was created. The CES performance season was listed free of charge in the following programs. We in turn included their season of performances in our programs.
 - Cumberland Theatre
 - Embassy Theatre
 - FSU Music Dept
 - FSU Theatre and Dance Dept
- Seven CES Board Members have been recruited for a three year term with the opportunity for second-term renewal based on performance and interest. The board assists in friend-raising efforts, pursues potential corporate sponsors and major donors and develops relationships within the corporate and small business community. Members advise on overall program operational areas of marketing and public relations. They contribute to CES's educational outreach programming by cultivating relationships within the local school systems. Board members are encouraged to donate to the CES operations as a performance sponsor or general donation.
- A Board Meeting was held in late June 2019. Agenda items included CES mission, vision and goals, budget overview, advisory role of Ambassador to CES, CES staff introductions, a review of the box office operation changes and review of community resources for fundraising and sponsorship. The Spring meeting was put on hold due to COVID-19.

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?:

Impact and Resource Allocation:

The global pandemic significantly altered the Cultural Events Series for the spring 2020 semester. In spite of the public health mandates to cancel several performances, we were able to shift resources and reschedule several events for 2021. The plan below illustrates our plan for reallocation of resources.

- We will continue the donor model and offer a buy more, save more opportunity to patrons. By attending 6-9 performances you save 15%, or by purchasing 10 or more performances you save 20%.

- Levels of acknowledgement based on giving (program, poster, brochure, lobby banner, etc) will be reviewed to increase stewardship.
- Benefits that do not hinder tax benefits of membership will be further explored.
- Purposeful planned receptions will be planned for friend raising and sponsorship awareness with the intention of one reception/semester with fundraising and donor focus.
- The CES patron database will be continually reviewed to remove inactive patrons in order to save postage on mailed marketing materials.
- Moving CES ticketing to University Tickets streamlined Box Office operations. Given the current budget concerns, the overall cost of FSU ID authentication may need to be distributed to all department users as well as the \$2500 annual cost if the 5000 sold ticket quota is not met during COVID-19.
- CES season brochure continues to be the largest order source, maintaining its large fiscal allocation. The impact of digital marketing during COVID-19 will need to be evaluated to determine if the brochure printing can continue after the pandemic crisis.
- CES will move email correspondence and survey assessment from MailChimp/Survey Monkey to Constant Contact for FY 21. MailChimp/Survey Monkey customer service is mostly automated and hard to receive clear answers on concerns. Their systems do not have the ability to only count a name once regardless of how many lists the name is in resulting in varied costs to CES. Constant Contact is currently paid for by SCI and can save CES approx. \$1,350 per year. CES is prepared to share the cost of Constant Contact if the need arises.
- Due to COVID-19, printed programs are no longer an option at performances. CES terminated the contract with OnStage productions that designed and printed the CES programs, saving \$6,000 per year. CES will explore the use of Constant Contact for our program needs during the pandemic and will determine if we can create a quarterly paper version in house when we are able to return to that practice. Our EOY survey noted that patrons will welcome the greener approach and understand the cost savings it can provide in the interim.
- Many intentional cross campus partnerships to streamline fiscal costs and build engagement for potential audience impact will continue to be explored.
- The increase in ticket sales as a result of Facebook advertising will result in researching other digital marketing options.
- Community Organization Ad Trade and Restaurant Partnership program should be expanded where possible. It should be noted that marketing dollars will be tight due to COVID-19 and free partnerships will be vital in the near future.
- Box Office staffing is continually evaluated as online sales increase. Due to COVID-19, the 2020-21 season will begin with no student production team.

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

Results and assessment initiatives were continuously reviewed by CES staff and discussed with the AVP of Student and Community Involvement, as well as presented to other Student Affairs directors during leadership team meetings. Additionally, several granting and funding agencies require final reports to fulfill our fiduciary responsibilities. A CES Infographic was created and distributed to the Student Affairs Division, CES Advisory Board, and to faculty and staff on campus. These data are also shared via a Student Affairs annual report that is uploaded onto Compliance Assist for review by the university's Assessment and Institutional Effectiveness Council.

Evidence, artifacts, and or back up documentation:

Attached Files

[19-20 CES MARKETING-GRAPHIC DESIGN NEEDS.xlsx](#)

[1812 Brewery.pdf](#)

[1920 Advisory Board Members.docx](#)

[2019-20 Donor - Sponsor Contact List.xlsx](#)

[2019-20 Sales by Delivery Method.xlsx](#)

[2019-20 Sales by Location with Graph.xlsx](#)

[2019-20 Sales by Payment Method.xlsx](#)

[At a Time of "Social Distancing," the Theatre Brings Us Together – The Bottom Line News.pdf](#)

[2019-20 Sales by Order Source.xlsx](#)

[After School Carnegie Science Center Evaluation.docx](#)

[Audience Survey Thomas Pandolfi.pdf](#)

[CES 2019-20 Booklet Final LOW RES FOR REFERENCE.pdf](#)

[CES Audience Survey BLIZZARD FLIP Fabrique.pdf](#)

[CES Audience Survey Derek Brown.pdf](#)

[CES Audience Survey - Cirque Mei.pdf](#)

[CES Audience Survey Help Us Plan for the Future.pdf](#)

[CES Audience Survey Johnny Peers & the Muttville Comix.pdf](#)

[CES Audience Survey Terry Barber Christmas Presence .pdf](#)

[CES Audience Survey Maryland Symphony Orchestra.pdf](#)

[CES Audience Survey Dom Flemons.pdf](#)

[CES Audience Survey Crys Matthews.pdf](#)

[CES Audience Survey Don Q.pdf](#)

[CES Audience Survey Jo Dee Messina.pdf](#)

[CES Concerts presents Country Star Jo Dee Messina.pdf](#)

[CES Curricular Connections 2019-20.pdf](#)

[CES Infographic 2019.pdf](#)

[CES Launch Party at 1812 Brewery.pdf](#)
[CES Newsletter April 2020.pdf](#)
[CES Newsletter August 2019.pdf](#)
[CES Newsletter December 2019.pdf](#)
[CES Newsletter July 2019.pdf](#)
[CES Newsletter January 2020.pdf](#)
[CES Newsletter February 2020.pdf](#)
[CES Newsletter November 2019.pdf](#)
[CES Newsletter October 2019.pdf](#)
[CES Newsletter May 2020.pdf](#)
[CES Newsletter March 2020.pdf](#)
[CES Newsletter September 2019.pdf](#)
[CES Newsletter June 2020.pdf](#)
[CES ORG CHART 2020.jpg](#)
[CES Presents Beat-boxing Saxophonist Derek Brown – The Bottom Line News.pdf](#)
[CES presents Christmas Presence with Terry Barber, International Countertenor.pdf](#)
[CES presents Crys Matthews.pdf](#)
[CES presents Cirque Mei.pdf](#)
[CES presents Cirque FLIP Fabrique in BLIZZARD.pdf](#)
[CES presents Derek Brown - BEATBoX SAX.pdf](#)
[CES presents Grammy winner Dom Flemons.pdf](#)
[CES presents Johnny Peers & the Muttville Comix.pdf](#)
[CES presents Malamanya in a free On the EDGE performance.pdf](#)
[CES presents Malamanya – The Bottom Line News.pdf](#)
[CES presents Traditional Celtic Music with Greg Latta.pdf](#)
[CES Presents Johnny Peers & The Muttville Comix – The Bottom Line News.pdf](#)
[Cirque FLIP Fabrique Evaluation.docx](#)
[CES Restaurant Partners Program.pdf](#)
[CES presents the Maryland Symphony Orchestra.pdf](#)
[Crys Matthews at Clatter Cafe – The Bottom Line News.pdf](#)
[Cirque Mei Evaluation.docx](#)
[CORRECTION FSU Arts Experiences for Music Educators and Students.pdf](#)
[Crys Matthews Evaluation.docx](#)
[Dear Edwina Evaluation.docx](#)
[Dear Edwina Reservations.pdf](#)

[Derek Brown Evaluation.docx](#)
[Don Quixote Evaluation.docx](#)
[Dom Flemons Evaluation.docx](#)
[End of Season Survey 2020 - Shortcut.Ink](#)
[FW News Release With Photo CES at FSU to Host Singer-Songwriter Crys Matthews in On the EDGE Series.msg](#)
[FW News Release With Photo CES at FSU Hosts American Songster Dom Flemons in Appalachian Festival Capstone Concert.msg](#)
[End of Season Survey 2020.docx](#)
[First Impressions.docx](#)
[FW News Release With Photo CES at FSU to Open On the EDGE Series With Free Performance by Afro-Latin Band Malamanya.msg](#)
[FW News Release With Photo CES at FSU to Present Pianist Thomas Pandolfi in Into the Night With Gershwin at LIVE! at StarScape Performance.msg](#)
[FW News Release With Photo FSUs CES Concert Series Presents an Evening With Jo Dee Messina.msg](#)
[FW News Release With Photo CES at FSU to Present Comedy Dog Show Johnny Peers the Muttville Comix.msg](#)
[FW News Release With Photos CES at FSU Presents Chinas Elite Circus Artists and Acrobats Cirque Mei.msg](#)
[FW News Release With Photos CES at FSU Presents World-Class Performers in Spring Lineup.msg](#)
[FW News Release With Photos CES at FSU to Host Innovative Saxophonist Derek Brown in On the EDGE Series.msg](#)
[FW News Release With Photos CES at FSU to Host International Countertenor Terry Barber in Christmas Presence.msg](#)
[Fwd News Release With Photo CES at FSU Presents the Maryland Symphony Orchestra in The American Symphony.msg](#)
[Fwd News Release With Photo CES at FSU to Present Contemporary Circus Cirque FLIP Fabrique.msg](#)
[Jo Dee Messina Evaluation.docx](#)
[MSAC AttendanceFigures 19-20 - Shortcut.Ink](#)
[Mail Chimp Analysis.docx](#)
[I Want to Be a Better Me.pdf](#)
[Muttville Evaluation.docx](#)
[Terry Barber Workshop.docx](#)
[Terry Barber Evaluation.docx](#)
[MSO Evaluation.docx](#)

[Thomas Pandolfi Evaluation.docx](#)

[Thoughts from Volunteers About Reopening 20-21.docx](#)

Office of Gender Equity

Office of Gender Equity FY 2020 Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1: Ensure Compliance with Prevention and Training Initiatives

Goal 2: Respond to Title IX Complaints in Accordance with Policies

Goal 3: Provide Programing which is Responsive to Data from Campus Climate Survey

Goal 4: Ensure Compliance with OCR Resolution Agreement

Goal 5: Build Partnerships with University Stakeholders

Start:

7/1/2019

Providing Department:

Office of Gender Equity

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1: Facilitate In-Person Title IX Training

- Train resident assistants and other student-employees who are “responsible employees”
- Annual training for University Police on Title IX and Clery timely warning
- Provide training for all incoming first year students through presentations in all ORIE classes.

1.2: Administer On-line Training According to Protocol

- Administer online Title IX course to incoming students
- Administer online sexual harassment and Title IX training to new employees
- Administer online sexual harassment training to employees within six months of the hire date
- Administer online Clery training to all designated campus security authorities

- Administer online training regarding mandatory child abuse/neglect reporting to student-teachers

1.3: Facilitate Gender Equity Awareness Campaigns, Events & Marketing

- Meet with BURG organization to ensure consistent messaging in programs
- Continue to produce monthly campus-wide digital and poster campaigns focusing on bystander behaviors, consent, reporting obligations, alcohol/drug amnesty, and confidential support resource
- Work with task force and student organizations in developing robust program for Sexual Assault Awareness Month (April) and Domestic Violence Awareness Month (October)
- Create information materials for student-teachers regarding mandatory child abuse/neglect reporting
- Create pre-departure pamphlet for study abroad students

2.1: Provide Appropriate Title IX Resources to Faculty, Staff, and Students

- Distribute Supporting Students pamphlet for faculty and staff.
- Distribute reference guides for complainants and respondents.

3.1: Provide Programing which is Responsive to Data from Campus Climate Survey

- The survey went live on 10/1/19 and concluded 12/15/19.
- Review data and determine programatic offerings to address areas of need and to also continue to bolster areas of identified strength.

4.1: Ensure Compliance with Office of Gender Equity Action Items

- Work with division and department heads in the identification of employees who are campus security authorities and maintain and up-to-date institution list of CSAs.
- Send notification of reporting obligation to all campus security authorities.
- Maintain MOU with Family Crisis Resource Center.
- Submit case files to OCR for review.
- Review all incidents reported from 1/1/10 to 9/6/16, assess for Title IX compliance, correct non-compliance, and submit report and documentation to OCR
- Conduct annual review of policies, procedures, and practices and explore changes based on lessons learned, best practices, and any changes in legal mandates
- Attend conferences and/or training to satisfy Title IX Coordinator position requirements.

5.1: Facilitate Actions to Build Campus Partnerships

- Collaborate with Student Affairs and Human Resources on negotiation of new contract with Everfi.
- Work with Gender-Based Harassment and Violence Elimination Task Force in the creation of recommendations on prevention and response.

- Collaborate with the Office of Student Affairs on the creation of materials for students attending Preview.
- Collaborate with University Police and University Counsel on maintenance of MOU with local law enforcement.

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

1.1: Facilitate In-Person Title IX Training

- Train resident assistants and other student-employees who are “responsible employees”
 - COMPLETE
- Annual training for University Police on Title IX and Clery timely warning
 - COMPLETE.
- Provide Title IX training in all ORIE 101 classes
 - COMPLETE.
 - 100% of our ORIE 101 classes received training, provided by the Title IX Coordinator in both the Fall '19 and Spring '20 semesters.

1.2: Administer Online Training

- Administer online Title IX course to incoming students
 - COMPLETE.
- Administer online sexual harassment and Title IX training to new employees
 - COMPLETE.
- Administer online Clery training to all designated campus security authorities
 - COMPLETE.

1.3: Facilitate Gender Equity Awareness Campaigns, Events, and Marketing

- Promote prevention marketing campaigns for the campus community.
 - COMPLETE.
 - Through the use of hard-marketing and digital signage across campus, several marketing campaigns have been successful.

2.1: Provide Appropriate Title IX Resources to Faculty, Staff, and Students

- Distribute Supporting Students pamphlet for faculty and staff.
 - COMPLETE.
- Distribute reference guides for complainants and respondents.
 - COMPLETE.

3.1: Provide Programing which is Responsive to Data from Campus Climate Survey

- The survey went live on 10/1/19 and concluded 12/15/19.
 - COMPLETE.
- Increase response rate of campus climate survey
 - COMPLETE.
 - Campus Climate Survey went live 10/1/19. The instrument was decreased from 401 questions to 57 total questions. Increased email reminders were used to generate an increased response rate.
 - While the overall participation rate remained relatively the same when compared to the Campus Climate Survey administered in 2018, the number of those who completed the entire survey increased by 30%.
- Review data and determine programatic offerings to address areas of need and to also continue to bolster areas of identified strength.
 - Ongoing
 - The OGE worked with BURG to support RED ZONE Awareness activities in the Month of October.
 - In October of 2019, The OGE worked with the AAUW, Women's Studies Group, SGA and CAPS to host a night centered on sexual violence and toxic/abusive relationship awareness. The event featured speaker and author Lindsey Ellison and was presented to a full capacity crowd. A follow-up event was planned for April, 2020, in which Ms. Ellison was to present a program entitled, "Relationship Bootcamp" however it was canceled as a result of COVID-19.
- Increase response rate of campus climate survey
 - COMPLETE.
 - Campus Climate Survey went live 10/1/19 and concluded 12/15/19. The instrument was decreased from 401 questions to 57 total questions. Increased email reminders were sent to increase rate of participation.
 - While the overall participation rate remained relatively the same when compared to the Campus Climate Survey administered in 2018, the number of those who completed the entire survey increased by 30%.

4.1: Ensure Compliance with the Office of Gender Equity Action Items

- Work with division and department heads in the identification of employees who are campus security authorities and maintain an up-to-date institution list of CSAs.
 - COMPLETE.
- Send notification of reporting obligation to all campus security authorities.
 - COMPLETE.
- Submit case files to OCR for review.
 - COMPLETE. Submissions have been brought up to date, and as of 12/31/19, the OCR Resolution Agreement was met in full.

- Review all incidents reported from 1/1/10 to 9/6/16, assess for Title IX compliance, correct non-compliance, and submit report and documentation to OCR
 - COMPLETE. Concerns for review communicated via conference call with OCR in September 2019. Written request for official reconsideration was submitted again in September 2019. As of 12/31/19, the case was effectively resolved.
- Conduct annual review of policies, procedures, and practices and explore changes based on lessons learned, best practices, and any changes in legal mandates
 - COMPLETE.
- Attend conferences and/or training to satisfy Title IX Coordinator position requirements.
 - COMPLETE. Online ATIXA trainings completed in June 2020 due to COVID-19 restrictions.

5.1: Facilitate Actions to Build Campus Partnerships

- Collaborate with Student Affairs and Human Resources on negotiation of new contract with Everfi.
 - COMPLETE.
- Work with Gender-Based Harassment and Violence Elimination Task Force in the creation of recommendations on prevention and response.
 - Complete. In 2018-19 the committee was reconstituted and was able to submit all required reports to OCR.
- Collaborate with the Office of Student Affairs on the creation of materials for students attending Preview.
 - COMPLETE. Booklet and presentation were included in summer 2019 Preview. Additionally, the OGE worked with the Office of Student Affairs to adapt that information for the Virtual 2020 Preview, which was needed as a result of COVID-19.
- Collaborate with University Police and University Counsel on maintenance of MOU with local law enforcement.
 - COMPLETE. MOU has been maintained and has served as the foundation of ongoing collaboration and partnership.

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

Results were assessed accordingly:

Goal 1: Ensure Compliance with Prevention and Training Initiatives

- ORIE 101 classes were scheduled for training and a calendar of the in person training was kept to ensure all classes received the training.

- Track training of employee training through the rosters maintained through the online training modules and certifications to corresponding Goals and Action Priorities
- Policy marketing materials aligned to corresponding Goals and Action Priorities can be found on the OGE website.

Goal 2: Respond to Title IX Complaints in Accordance with Policies

- Track complaints via Maxient software and attached results to corresponding Goals and Action Priorities

Goal 3: Provide Programing which is Responsive to Data from Campus Climate Survey

- Campus Climate Survey was successfully launched in October 2019, with a 30% increase in those who completed the entire survey.
- Initiatives were implemented based upon the data gathered through the survey.

Goal 4: Ensure Compliance with OCR Resolution Agreement

- Submit OCR Monitoring Reports to corresponding Goals and Action Priorities

Goal 5: Build Partnerships with University Stakeholders

- Secured funding opportunities from collaborators
- Responded to requests from stakeholders for presentations and attached documentation to Goals and Action Priorities

What were the results?:

Goal 1: Ensure Compliance with Prevention and Training Initiatives

- Ensure all full-time employees and adjunct faculty complete required Responsible Employee Training
 - All employees from Spring 2019 have completed training, 100% success rate
 - All new hires also completed training as part of their on-boarding process.
- Ensure all first-time students complete *Sexual Assault Prevention for Undergraduates and Sexual Assault Prevention for Graduate Students* (see attached Impact Reports). Completion rate for Undergraduate course: 95% and 91% for graduate course.
- Provide in person training for all first-semester, first year students enrolled in ORIE 101.
 - For Fall 2019 and Spring 2020, 100% of ORIE classes were provided direct in person Title IX training by the Title IX Coordinator
- Maintain compliance with required trainings for Title IX officers and investigators
 - 100% compliance reached

- Ensure compliance with Aug 2017 NCAA policy by assisting with training of FSU student athletes
 - 100% completion achieved 3/1/2020.

Goal 2: Respond to Title IX Complaints in Accordance with Policies

- Reduce time for resolving incidents
 - As calculated by Maxient, the case management system for the Office of Gender Equity, on average, the Office of Gender Equity is able to close a case within 42 days. It is important to note that staffing for the department is one, full-time professional.

Goal 3: Provide Programing which is Responsive to Data from Campus Climate Survey

- Increase response rate of campus climate survey
 - Instrument went live on 10/1/19. The instrument was decreased from 401 questions to 57 total questions.
 - There was a 30% increase in those who completed the entire survey when compared to the survey administered in 2018.
 - Provided both a Fall 2019 and a Spring 2020 sexual assault prevention initiative to students via RED ZONE Awareness Activities and a multi-organizational sponsored night focused on sexual assault and toxic relationship awareness. (Fall '19). Spring '20 event was planned but canceled due to COVID-19.

Goal 4: Ensure Compliance with OCR Resolution Agreement

- Submit timely monitoring reports to OCR in accordance with resolution agreement
 - Submitted a total of 4 monitoring reports to OCR. The last of the 4 effectively closed the case, as all resolution agreement items were successfully met.
- Assist in the revision of amorous relationship policy
 - Currently under development with support of UAC, Faculty Senate, and Staff Senate
 - Draft forthcoming
- Develop system for tracking and recording employee participation in mandatory training
 - COMPLETE. 100% of Spring 19 employees completed their assigned online training.

Goal 5: Build Partnerships with University Stakeholders

- Continue to look for grants and other funding opportunities
- Empower the President's Gender-Based Harassment and Violence Elimination Task Force and student organizations to take an active role in prevention efforts and recommending improvements in programs and services for students and employees

- Task Force efforts are on-going and have been folded under the University's Council for Diversity, Equity and Inclusion.

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?:

Results have impacted operations in the following manner:

1. The Office of Gender Equity will carry over our five goals into the next fiscal year as the goals and action priorities are indicative of the important work performed and appropriately aligned with University priorities. Additionally, OGE goals and action priorities must be consistently aligned with federal and state laws, as well as University System of Maryland and Maryland Higher Education Commission policies and mandates.
2. Budgetary resources have been allocated upon request by the President's Office to support training and marketing initiatives. Specific fiscal resources have included the cost of several software platforms that are used for the purpose of mandated training for faculty, staff, and students. These requirements and costs will continue to be on-going; therefore, a predictive budgetary process can be an efficient method of appropriately allocating resources.

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

The plan and results have been shared verbally and in writing to a number of stakeholders, including the President, Vice President, Assistant Vice President for Student Affairs, the Director of Student Conduct & Community Standards, University Police, General Counsel, the Vice President for Human Resources, the ADA/EEO Compliance Specialist, and the Title IX Team. Additionally, several engaged student organizations are briefed on Title IX initiatives throughout the year and feedback is included to inform future strategies.

Evidence, artifacts, and or back up documentation:

**Research and Sponsored Programs
2019 Departmental Annual Assessment Report**

Specify your Division/Department Goals Priorities.:

Start:

7/1/2019

Providing Department:

Research and Sponsored Programs

End:

6/30/2020

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 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?:

Evidence, artifacts, and or back up documentation:

2020 Departmental Annual Assessment Report

Specify your Division/Department Goals Priorities.:

Goal 1: Provide education, information, and support to the campus community that will ultimately lead to an increase in external funding to the university. (Strategic Goal IV)

Goal 2: Procure grants that specifically support increasing retention, experiential learning, and faculty professional development. (Strategic Goal II and IV)

Goal 3: Target grants that support FSU's role in regional economic development and that demonstrate the University's commitment to the surrounding community and region. (Strategic Goal III)

Start:

7/1/2019

Providing Department:

Research and Sponsored Programs

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1 Review, update, and republish OSP's website to provide more accurate information and tools for proposal development, award management, and IRB and IACUC support.

1.2 Conduct formal and informal trainings for the campus community, making contact with a minimum of 50 individuals.

1.3 Develop ways to assist project directors with tracking proposal and reporting due dates.

2.1 Subscribe to an opportunity search tool for use by the campus community to search for grants that meet the needs of each department/division.

2.2 Provide administrative support to the IRB, IACUC, and Faculty Development committees that is timely and meets the needs of each committee.

2.3 Provide support for submission of proposals and receipt of awards that support retention, experiential learning, and faculty professional development.

3.1 Work with the division VP to identify funding opportunities that support regional economic development and community engagement.

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

1.1 Completion of the review, update, and publishing of OSP's website

1.2 Number of trainings held, number of individuals reached by the trainings

1.3 Development of automatic notification system that sends out reminders of proposal due dates and progress report due dates

2.1 Subscription usage

2.2 Number of IRB and IACUC protocols that are submitted and disseminated to the respective committee within one business day.

2.3 Number of proposals submitted, and number of awards received in support of retention, experiential learning, and faculty professional development

3.1 Number of opportunities identified and submitted, and dollar amount of funding received

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

What were the results?:

1.1 As of 6/30/2020, a thorough review of OSP's webpages has been completed. This process involved reviewing current webpages, eliminating some pages, combining some pages, and creating new pages. Some information updates have been posted to the existing webpages, while others have been posted on the mirror site.

One positive addition to OSP's website has been the inclusion of all new awards appearing on the "News/Successes" webpage. OSP is also including this new award information in StateLines.

This process of updating and publishing the webpages has been slow due to the COVID pandemic and remote work environment. Response to helpdesk tickets has taken longer than usual. However, OSP is set to have the new website published in its entirety during FY 2021.

1.2 During FY 2020, OSP was able to provide 4 training and educational sessions that were open to the campus community. This is an increase from 0 during FY 2019. A total of 51 individuals attended these sessions.

Additionally, 56 individual trainings and educational sessions were held with new and existing project directors on an as needed basis, providing information and support. This represents a 27% increase from FY 2019.

1.3 OSP used its in-house database system to set up automatic notifications that go out to proposal writers, notifying them of upcoming due dates. OSP has also used the same database to set up automatic notifications about upcoming progress report due dates and project ending dates. These automatic notifications have been well-received by recipients.

2.1 In March of 2020, OSP subscribed to a more robust and cost effective grant search database. The 2-year subscription cost was \$5,000, compared to the previous subscription 1-year subscription to Foundation Directory Online of \$8,000.

During the 4 months that the subscription was active in FY 2020, 15 user accounts were created, there were 52 visits to the website, and 297 searches conducted. This is a marked increase from the usage of the prior grant search database, which resulted in only 18 searches over a 6-month period.

2.2 The OSP received 38 IRB protocols and 9 IACUC protocols to process for review. Overall, 38 out of 38 (100%) IRB protocols and 9 out of 9 (100%) IACUC protocols were distributed for review within 1 business day. In addition, when OSP was notified by the IRB of review decisions, 35 out of 38 (92%) of applicants were notified within 1 business day. For the IACUC, 9 out of 9 (100%) of applicants were notified within 1 business day.

These turn around times are within OSP's expectations for IRB and IACUC protocols.

2.3.1 A total of 63 proposals were submitted during FY 2020. Of these, 8 proposals (13%) contained activities to support enrollment and retention efforts; 21 proposals (33%) contained an experiential learning component; and 19 proposals (30%) provided funds for faculty professional development activities. OSP has met its goal of providing support to submit proposals that support enrollment and retention, experiential learning, and faculty professional development.

2.3.2 A total of 46 awards were received during FY 2020. Of these, 7 awards (15%) contained activities to support enrollment and retention efforts; 15 awards (33%) contained an experiential learning component; and 16 awards (35%) provided funds for faculty professional development activities. OSP has met its goal of procuring funding to support enrollment and retention, experiential learning, and faculty professional development.

3.1.1 A total of 63 proposals were submitted during FY 2020. Of these, 8 proposals (13%) were in support of economic development activities and 32 proposals (51%) provided for community engagement opportunities. OSP has met its goal of providing support to submit proposals that support economic development and provide community engagement opportunities.

3.1.2 A total of 46 awards were received funding FY 2020. Of these, 5 awards (11%) were in support of economic development activities and 22 awards (48%) provided for community engagement opportunities. OSP has met its goal of procuring funding to support economic development and to provide community engagement opportunities.

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 last half of FY 2020 was spent adapting to the new way of "doing business" and transitioning to an entirely remote work environment for OSP. For OSP, it seems that this may be the new normal and adjustments will need to be made in order to continue to provide the best service possible to the campus community.

With the launch of OSP's new website in FY 2021, OSP will once again review the contents of its webpages and assess what additional information, resources, and tools can be provided online to better suit the remote work environment. This will include planning for the development and promotion of online training videos that can be posted to the website, as well as conducted via a live online platform (such as TEAMS).

OSP plans to continue to adapt its processes to the remote work environment, identifying those things that can be improved upon and continuing to do the things that have been successful.

The concept of "continuous improvement" is at the forefront of what we do, so we will continue to look for ways to improve what we currently do to better serve the campus community.

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

The assessment process, results, and impact are conveyed at the department and division levels through departmental meetings and regular meetings with the division VP. Feedback is used to modify action items in order to improve on results.

Evidence, artifacts, and or back up documentation:

SBDC

SBDC (Small Business Development Center) Annual Report

Specify your Division/Department Goals Priorities.:

Our goals at the beginning of Federal Fiscal Year 19 were:

Business Starts (assist new entrepreneurs start a business): 39

Dollar Value of Capital Infusion (Loans and other capital put into the business): 13.3 million

Jobs Supported (number of jobs held by employees of all companies we work with): 2,054

Number of Clients Served: 768

Number of Training Attendees: 480

Change in Sales (Increase in revenue in clients we track): 8 million

Total Counseling Hours: 2,800

Percent of Clients Achieving Milestones: 35%
Percent of Clients Achieving Investments: 35%

Our goals are determined by our funder (the Small Business Administration) and then the SBDC Lead Center at UMD sends out goals to the regions.

We also send in an RFP which lists the activities we undertake throughout the year (in next section)

Start:

10/1/2018

Providing Department:

SBDC

End:

9/30/2019

Specify your Division/Department Actions Priorities/Plans.:

Program Objectives

0100 CAPITAL FORMATION

We will:

- oContinue to develop close linkages with SBICs, venture capital firms, CDC's and state and local finance programs
- Host at least one "Access to Capital" financing Seminar.
- Work with the SBA staff to arrange workshops on financing (i.e. Speed Lending).
- Participate in Tricounty Councils access to financing workshop.

0200 INNOVATION AND TECHNOLOGY TRANSFER AND
TECHNOLOGY ASSISTANCE

We will:

- Work to help attract clients to the new FSU Center for Applied Research and Innovation in order to commercialize faculty work.
- Counsel and cultivate client businesses in the region's technology incubators, which are designed to attract technology based small businesses to the area. We are located within one in Garrett County.
- Sponsor collaborative training with Allegany Community College, USMH, and FSU, and perhaps other new institutions which we have not approached yet.
- Sponsor one technology event

0300 INTERNATIONAL TRADE

We do not have an export certified counselor, as the person who did get certified left the network. We will work towards having a current counselor become export certified. However, we have not identified much need as evidenced by our SBA counseling areas. We do not have funds budgeted for fee-based export training/certification.

0400 PROCUREMENT

We will conduct or cosponsor at least one 8A/SDB event

0500 MANUFACTURING

- We will continue to work with manufacturers in our region, as well as the university faculty members and companies that express interest in MEP and other manufacturing initiatives, including reshoring efforts.

0600 SPECIAL EMPHASIS GROUPS

- We will conduct at least one retail program
- We will work with Garrett Community College to assist them in their student entrepreneurship efforts, such as their Business Plan Competition.

0700 MINORITY SMALL BUSINESS DEVELOPMENT

We will:

- Hold at least 2 events targeted at a minority audience.
- Hold at least 1 8a event

0800 WOMEN-OWNED BUSINESSES

We will:

- Co-sponsor at least 1 women's roundtable
- Conduct at least 1 women's event

0900 VETERANS, SERVICE CONNECTED-DISABLED VETERAN-OWNED BUSINESSES RESERVISTS ON ACTIVE DUTY AND OTHER RESERVE COMPONENT MEMBERS OF THE U.S. MILITARY

We will:

- Conduct at least one veteran's event

1000 RURAL ASSISTANCE

Most of our consulting activities are conducted in rural areas. We will continue to use our resource partners in lending opportunities for start ups and expansions. We will look to applying for specific grants that will allow us to concentrate on creating more start ups and expansions in the most rural areas.

1100 ECONOMIC DEVELOPMENT, FAITH BASED AND COMMUNITY INITIATIVES

- We continue to assist agricultural clients, especially in Washington County, because they have an agricultural specialist on staff.
- We prepared a program to help businesses prepare for disasters and was ready to roll it out in all four counties, but the co-sponsor could not get enough interest for all of them, so we only ran it in one county, with three participants from the same business. These were medical businesses, so we could expand the program to more business types.

1200 RESEARCH

We will:

- Use SBDCnet, S&P's Net Advantage, and D&B reports to perform advanced research for our clients.

1300 ONLINE ACTIVITY

1400 OTHER ACTIVITY

We will:

- Continue to refine our master spreadsheet we use for loans and refinance deals.
- Continue our work on the network's strategic plan to improve our services.
- Work on opening a remote work center in Frostburg to host remote workers, some of which are entrepreneurs.

1500 SUCCESS STORIES

Each counselor will submit one success story per month.

1600 ADVOCACY

The Western Region will continue to work with economic and other agencies to improve the climate of the small business sector. We will attend Chamber events, college events, speak at events when asked, and volunteer to speak at a variety of organizations and networking gatherings. In Washington County, we are part of new entrepreneurial “Hagerstown Startup” initiative. We will maintain relationships and be proactive when dealing with our municipal, county, state, and federal representatives in our region by responding to their needs and numerous requests for assistance.

We will:

- Our Regional Director will convene 2 stakeholder meetings/events
- Our Regional Director will continue to be an active participant in all local small business related organizations and new initiatives that arise.
- We will expand relationships with local media outlets to facilitate increased dissemination of information and assistance to small business.
- Our regional director and staff will participate in focused advocacy efforts, including presentations, submitting articles, media appearances, and participation in local organizations at least once per month. At least two staff will attend the PACE event in Annapolis, which is the prime western Maryland advocacy event.

1700 RESOURCE DEVELOPMENT

We will:

- Create and maintain a list of resource partners- bankers, lawyers, accountants, consultants, and other community agencies.
- Continue to invite regional stakeholders to events
- Hold an annual Open House and invite all stakeholders, or host SBA day
- Update our list of key stakeholders

1800 COLLABORATION AND LEVERAGING

We are participating with the newly formed Mountain Maryland Tech Network, which is focused on assisting technology businesses. We also led the HubCity Biz Competition in Hagerstown, which resulted in the formation of the Entrepreneurship Council of Washington County. This is an inter-agency team that coordinates entrepreneurship in the county.

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

A scorecard kept in our client database tracks all the goals and progress made throughout the year.

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

The SBDC leadership team (including the FSU SBDC Director) discusses goals on a monthly basis and recommends actions we can take to help meet or increase the goals across the network. In the final report at the end of the year, specific issues to our region are sent to the lead center.

What were the results?:

Western Region Performance Narrative - FY 2019 End of Year

EXECUTIVE SUMMARY

The Western Region, Maryland Small Business Development Center Network has been committed to being part of the Maryland network in pursuing the economic development goals and objectives of the US Small Business Administration (SBA), the state of Maryland and the collective needs of the state's small business population. In addition, we help our host, Frostburg State University, fulfill one of its primary strategic goals, which is to serve as a collaborative partner in the cultural, social, and economic development in Western Maryland, the region, and the state.

A major restructuring occurred in the region at the host's request: Frederick County was transferred to the Corridor region mid-year, and the training coordinator position was also allocated half time to the Lead Center. The goals were not adjusted in Neoserra, so only totals are included here. Another big factor was that the Garrett County SBDC went unfilled for 10 months of FY19.

SBA Goals (Oct. 1, 2018- Sept. 30, 2019)

	Annual Goal	Actual	% of Goal
New Business Starts		19	
Capital Infusion		\$2,684,317	
Client Served		259	

Key SBA consulting areas

1. Business plan- 426 sessions
2. Start up-93 sessions
3. Financing/Capital- 232 sessions

Training- Number of training attendees was 718

Program Management:

The Western Region continues its relationships with county offices of economic development. There is an office at 100 W Washington St in Hagerstown (co-located with economic development), one on Kelly Road in Cumberland (with economic development). Garrett County Economic Development and Garrett College host an SBDC office at the Garrett Information Enterprise Center (GIEC).

Organization and Structure

The region consists of Garrett, Allegany, and Washington Counties as of mid-year. The training position was split into half-time to western region and half-time to Lead center also mid-year.

Program Objectives

The western region has followed the Lead Center's policies, procedures, and strategies to meet the SBA priorities. Each of the areas in the program announcement will be discussed below:

0100 CAPITAL FORMATION:

- The Western Region hosted 5 presentations in financing small business (Access to Capital), with 68 attendees.
- We held a "speed lending event" during the year that was held in October with 27 attendees.

0200 INNOVATION AND TECHNOLOGY TRANSFER:

No technology events were held in the new 3 county region.

0300 INTERNATIONAL TRADE:

Nothing to report

0400 PROCUREMENT:

- We held two 8a events, and one E-Maryland marketplace event

0500 MANUFACTURING:

Nothing to report

0600 SPECIAL EMPHASIS GROUPS:

- We have fully developed the PA2E (Public Assistance To Entrepreneurship) program by working with Maryland HHS and the Governor's Office. This brings significant additional program income (we are now above \$30,000) and economic impact when someone who was formerly on public assistance is able to start a business.

0700 MINORITY SMALL BUSINESS DEVELOPMENT**0800 WOMEN-OWNED BUSINESSES**

- We held 2 events targeted toward women. One was a WOSB/EDWOSB workshop and the other was a Women's Business Leadership Conference
- We participate in an ongoing women's roundtable

**0900 VETERANS, SERVICE-CONNECTED-DISABLED VETERAN-OWNED BUSINESSES
RESERVISTS ON ACTIVE DUTY AND OTHER RESERVE COMPONENT MEMBERS OF
THE U.S. MILITARY**

We held 1 veteran's event.

1000 RURAL ASSISTANCE

All our activity is rural.

1100 ECONOMIC DEVELOPMENT, FAITH-BASED AND COMMUNITY INITIATIVES

Each consultant has been involved in their respective offices' staff meetings as much as time allows, creating the relationships necessary to assist the counties and receive client impact data.

1200 RESEARCH

We used SBDCnet, ESRI, and Frostburg State University business library for client research.

1300 ONLINE ACTIVITY:

Nothing to report

1400 OTHER ACTIVITY:

- We have increased regional marketing through Social Media (Facebook and Twitter). We actively participated in SBDC DAY on social media.
- We have increased effective use of our Chamber membership in Washington County by writing articles in their monthly newsletter.

1500 SUCCESS STORIES:

1600 ADVOCACY:

- The RD is on the agenda for the quarterly meeting of Tricounty Council, where state and local elected officials attend and hear a report from the SBDC.
- We participated in the legislative effort in Annapolis for SBDC funding.

1700 RESOURCE DEVELOPMENT:

We continue our affiliation with the newly developed I-68 Regional Alliance, which is a regional economic development project for 5 counties, including 2 counties in Maryland.

1800 COLLABORATION AND LEVERAGING:

- In Garrett County, we have worked with the staff at Garrett College to produce the Power of Possibilities annual event. We provide mentoring/coaching to their clients, judge their business plan competition, do training workshops, arrange speakers and lenders for the daylong event.
- We are working with the new division at Frostburg State University (Office of Regional Development and Engagement) to assist in entrepreneurial ventures by students and people living in the region. We moved our offices into a formerly vacant building (CARI-Center for Applied Research and Innovation) and hope to assist some research projects turn into commercializable ventures.
- We attended the special resource day at the closed Verso paper plant to offer entrepreneurial assistance to displaced workers.

1900 UNPLANNED TRAVEL

Nothing to report

- KEY PERSONNEL CHANGES:

Nothing to report

2100 PROBLEMS

The lack of staffing in Garrett County had an effect on metrics, as did health issues at the leadership level at our economic development office at Allegany County.

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 have successfully transferred Frederick County to the Corridor Region SBDC and found a Garrett County consultant. We also split our training coordinator position between our region and the lead center to help cover the majority of the state for training.

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

By annual report

Evidence, artifacts, and or back up documentation:

Attached Files

[SBDC FY19.docx](#)

[Performance Narrative Frostburg State SBDC End of Year for FY2019.doc](#)

SBDC FFY20 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

The Western Region, Maryland Small Business Development Center Network has been committed to being part of the Maryland network in pursuing the economic development goals and objectives of the US Small Business Administration (SBA), the state of Maryland and the collective needs of the state's small business population. In addition, we help our host, Frostburg State University, fulfill one of its primary strategic goals, which is to serve as a collaborative partner in the cultural, social, and economic development in Western Maryland, the region, and the state.

Specific primary goals

Assist with 19 New Business Starts
Assist with \$10,486,242 in Capital Infusion
Assist 315 Clients
Support 1,621 jobs in the region

Start:

10/1/2019

Providing Department:

SBDC

End:

9/20/2020

Specify your Division/Department Actions Priorities/Plans.:

We look to meet our goals by partnering with our county economic development offices, local banks, elected officials, and the general public to refer interested people to us.

When the pandemic forced the entire network to discontinue one on one meetings in person, we quickly went virtual and continued to meet with clients virtually, and offered webinars to clients across the state.

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

Number of business starts
Dollar amount in Capital Infusion
Number of Clients Served
Number of Jobs Supported

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

There is a dashboard in our proprietary reporting software that tracks all goals and reports directly to our grantor.

The western region contributes to the overall Maryland state goals. The state goals were all met, even if western did not meet its goals.

What were the results?:

	Annual Goal	Actual	% of Goal
New Business Starts	19	15	79%
Capital Infusion	\$10,486,242	\$7,283,902	69%
Clients Served	315	255	81%
Jobs Supported	1621	1585	98%

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 western region includes Washington County, Allegany County, and Garrett County. Because of physical distance between counties, it has been determined by state leadership that each county has its own consultant, with Garrett having the equivalent of .5 FTE. The population likely does not need this many consultants, but it is too difficult to travel between counties to provide assistance. Each county contributes to the budget as well.

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

Annual report.

Evidence, artifacts, and or back up documentation:

Attached Files

[Performance Narrative Frostburg State SBDC End of Year for FY2020.doc](#)

Brady Health Center

Brady Health Center Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

1. Provide quality services to assist students in their academic performance by decreasing and/or preventing absenteeism, and increase retention by providing on-site treatment of common acute illnesses & minor injuries, preventive screenings, immunizations and health education as well as health promotion.
2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record, and utilization of website resources.
3. Provide educational opportunities for FSU students through experiential learning at the health center.

Start:

7/1/2019

Providing Department:

Brady Health Center

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1: 100% of international students and visiting scholars will complete all required health and immunization screening by six (6) weeks of first day of class.
- 1.2: Reduce number of students with immunization health holds by 10% as compared to previous year through increase email notification and addition to Beacon.
- 1.3: Utilize all available supply of influenza vaccines for students, faculty, and staff.
- 2.1:
- 3.1: At least ten (10) FSU students will observe or do a clinical rotation in Brady Health with priority given to Nursing and Athletic Training students.

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

1.1: List of names and country for each F-1 VISA student and J-1 VISA exchange visitor provided by Center for International Education prior to beginning of each semester.

1.2: Number of non-compliant students are reported in Electronic Medical Record (EMR) system, then health holds placed and tracked through PAWs.

1.3: Number of flu vaccines administered on site by Brady Health Center.

2.1: Number of ED referrals reported through EMR.

3.1: Number of RN to BSN Nursing students and sophomore athletic training students presenting for clinical observation at health center.

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

1.1: Health records of each new international student and visiting scholar are reviewed by health center staff for documentation of required MMR and Tdap vaccines and risks for tuberculosis. Any required vaccines or testing for Tuberculosis are completed.

1.2: "Holds" query in PAWs is used. Immunization compliance report run from our EMR 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.

1.3: Number of flu vaccines administered on site compared to total supply of vaccine available.

2.1: There was one (1) referral to the ED reported through the EMR and record was reviewed for documentation.

3.1: Sophomore Athletic Training students are referred to health center director by Assistant Professor of Kinesiology to schedule four (4) hours of clinical observation time during spring semester after proper paperwork and orientation completed. One nursing student each semester contacts director and is approved for clinical time after paperwork completed and goals reviewed.

What were the results?:

1.1: Fall 2019: 25 international students and 3 visiting scholars, 100% met immunization compliance goal within 6 weeks. Spring 2020: total of 15 international students arrived, 4 students withdrew before receiving 2nd MMR vaccine. 11 total international students met requirements within 6 week goal.

1.2: Fall 2019: 376 Holds placed on accounts in September compared to 546 in October 2017 and 289 in October 2018. Fall 2019 was the first semester Holds were placed on PAWS accounts after Add/Drop period. Spring 2020: 73 Holds placed in March compared to 96 in March 2019. More significant changes in numbers were seen by the new approach taken in Fall 2019 and we were able to achieve >10% reduction.

1.3: 100% of 150 available influenza vaccine given on site at Brady Health Center.

2.1: 100% ED referral records completed and reports on file.

3.1: One (1) sophomore Athletic Training students had 4 hours of clinical observation time recorded in health center. Thus, we were not able to achieve this Action Priority.

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. The health center will continue to prioritize International student compliance with health and immunization screening within the first several weeks of their arrival on campus. Meeting with the CIE staff over the summer as well as ongoing communication with them is an integral part of completing this task.

1.2: Staff had an information table at fall Preview FSU and attended all transfer orientations to convey need for required health information. Emails were sent out starting in mid-July after the completion of all Preview FSU sessions notifying registered students of required or missing health information. This all required additional staff hours. Non-compliant list of students were run in EMR and emails sent to their FSU email address multiple times before notification of Hold placed due to non-compliance. Non-compliant list also sent to Beth Stallings to involve advisers and Residence Life staff. Health Holds on PAWS accounts were placed after Free Add/Drop Period in the Fall of 2019, which was a month and half difference from previous years. Placing Holds earlier on PAWS accounts made students' advisers and students more aware of their non-compliance. The result of attaching Holds on accounts earlier in the semester gave more time for students to obtain necessary documentation before registration began for the Spring semester. Challenge is continues to be getting students to read and reply to email notifications.

1.3: Every Tuesday from October-February Brady Health Center held an on-site walk-in influenza vaccine clinic for students, faculty, and staff. Planning to continue purchasing flu vaccine to administer during the same time-frame at a low cost if possible.

2.1: Reinforced with NPs/RNs the importance of continuity of care and closing the loop of documentation regarding referral follow-up responsibility.

3.1: Our goal will be to continue to provide experiential learning to athletic training and nursing students indicative of our commitment to University strategic action priorities. Two obstacles presented challenges to this priority during FY 20: we transitioned to a new health center director midway through the year and COVID-19 prevented spring placements for nursing students. We are committed to fulfilling this priority during FY 21 if COVID-19 challenges begin to improve.

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

Biweekly staff meetings; staff e-mail updates as needed; reported at semi-annual Brady Health Center Board of Directors meeting; pertinent information reported at semi-annual Student Affairs Division meetings. Most significantly, the health center utilizes a Quality Improvement process that is consistent with requirements from our accreditation through the Accreditation Association of Ambulatory Health Care. This continuous process uses research supported inquiry to examine clinical issues through the use of data that informs our health care decision-making.

Evidence, artifacts, and or back up documentation:

Attached Files

[Number of Holds for Incomplete Immunizations Fall.xlsx](#)

[Flu vaccine administered FY20.docx](#)

[Number of Holds for Incomplete Immunizations Spring.xlsx](#)

**Career & Professional Development Center
Career & Professional Development Center Annual
Report FY 2020**

Specify your Division/Department Goals Priorities.:

1. Assist students with developing career competencies by providing excellent services and programs that strengthen personal and professional growth.
2. Provide professional development opportunities for students seeking to participate in internship programs.
3. Promote programs and services to students, academic departments, employers, and key stakeholders.

Start:

7/1/2019

Providing Department:

Career & Professional Development Center

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1 Provide guidance and assistance for students to supplement face-to-face consultation with online professional development resources as evidenced by monitoring Handshake, CareerBeam, and LinkedIn usage throughout the academic year.

1.2 Plan, develop, and implement a new professional development course (LBST 201 Career & Professional Development) for students not enrolled through the College of Business during the spring 2020 semester.

2.1 Increase student exposure to internship opportunities through classroom presentations, workshops, and media platforms designed to reach at least 20% of the student population throughout the academic year.

2.2 Provide at least one monthly initiative to promote the Disney College Program (DCP), Global Experiences (GE), The Washington Center (TWC), or the National Student Exchange (NSE).

3.1 Facilitate population-level annual programs, including the CareerExpo, the Majors Fair, the Career and Internship Fair, and Education Professions Fair during the fall and spring semesters.

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

1.1 Direct source data from the number of student and employer users on Handshake, CareerBeam, and LinkedIn.

1.2 Course syllabi developed (see attached Course Syllabus LBST 201), student enrollment, learning outcome data, and course evaluations.

2.1 Record of classroom presentations and workshops.

2.1 Email documentation of announcements for workshops and presentations disseminated to students.

2.1 Record of students enrolled in Professional Development 1 & Professional Development 2 course.

2.2 Record of monthly sessions promoting DCP, GE, TWC and NSE.

2.2 Email documentation of announcements for promotional presentations.

3.1 Record of registrations for annual events.

3.1 Email documentation of event announcements to students and campus community.

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

Data has been gathered from:

1.1 Information Management analytics from each platform

1.2 Course enrollment and end of semester course evaluations

2.1 Sign-in sheets, student registrations, and email records

2.2 Sign-in sheets and Agendas for events

3.1 Established record of events via email confirmations, employer registrations, and satisfaction survey results

What were the results?:

1.1 One hundred and forty-five (147) recruitment events were delivered on Handshake, mostly virtual, with more school systems for Education Professions since the pandemic. Employers approved to post jobs on Handshake totaled 2397.

One hundred and sixteen (176) new users registered on CareerBeam during the 2019-20 fiscal year mainly using the assessment and job/internship search resources. One hundred and thirty-three (133) practice interviews were completed. Many of the jobs/internships and events posted on these sites were Tweeted by our CPDC team to students.

1.2 LBST 201 Career & Professional Development was listed as an elective course for the spring 2020 semester. Four (4) students enrolled in the course during the inaugural session. Five (5) Learning Objectives were established for the course and all learning objectives were 100% met by enrolled students.

2.1 During the 2019-20 academic year, the Director of Career Services delivered the following workshops/seminars:

- Presented CPDC Services and Handshake Resources to Katie Weir's Orientation class, along with Career Readiness Certification presentation from Associate Director, Clarissa Lang.
- Presented to CMST 335/Organizational Communication regarding: job search, Handshake, and portfolios, along with Career Readiness Certification presentation from Associate Director, Clarissa Lang.
- Presented CPDC Services and Handshake Resources to Linda Steele's Orientation class, along with Career Readiness Certification presentation from Associate Director, Clarissa Lang.

2.1 During the 2019-2020 academic year, the Associate Director of Career Services delivered the following workshops/presentations:

- Presented to 12 ORIE classes, services of the office and Career Exchange activities, National Student Exchange, The Washington Center, and Disney College Program.
- Presented to Regional Math & Science Center, College of Liberal Arts & Sciences (CLAS) Chairs, Transfer Orientation
- Presented resume workshops to six (6) academic classes and five (5) preparatory workshops prior to C&I Fair
- Implemented the Career Summit, collaborating with CLAS and College of Business (COB): facilitated two (2) workshops on Summit preparation (see attached Career Summit Foundation Report).
- Presented to the Black Student Engineers Society, all sections of PD 1 & PD 2 for COB, and training for Resident Assistants.

2.2 Monthly Info Sessions

- National Student Exchange (NSE): Sept, October (2), November, February (2)
- Disney College Program (DCP): Sept (2), October, November, (DCP canceled due to COVID in March)
- The Washington Center (TWC): Sept, All Day event October, Nov, February (two day event agenda attached)

3.1 During the 2019-20 academic year, from 7/20/19-3/23/2020, 647 students signed into the Career & Professional Development Center for appointments ranging from job search correspondence needs, i.e. resumes, cover letters, etc; and internship opportunities and mock interviews. Walk-ins are not reflected in this number which would add approximately 2% more. After March 23, life changed with COVID 19. Remote work was initiated and we began working with students via email, MS Teams, and phone.

Twenty-five (25) mock interviews were completed with the Capstone COSC students. Three (3) were in office prior to remote work, twenty-two (22) through MS Teams or on CareerBeam.

During the 2019-2020 academic year, all undergraduate and graduate students received four emails per semester to market CPDC's signature events. The Career Expo hosted 17 alumni speakers, while honoring one Outstanding Faculty member and seven Outstanding Student Interns; The Majors Fair provided the opportunity for 462 students to check out potential majors, while hosting students from three (3) local high schools; the Fall Career & Internship Fair hosted 49 employers and had 275 student attendees seeking opportunities.

Sixty (60) employers registered for the 2020 Spring Career & Internship Fair and 22 registered for the Education Professions Fair; however, due to COVID 19, the in-person fair was canceled and employers were invited to develop virtual fairs and online interviews on the Handshake Events module. Many did or posted jobs on Handshake. Also, the Maryland Career Consortium held a virtual career fair that Frostburg students were invited to attend.

According to post-Career Fair survey data, 100% of employers rated the "registration process" as either excellent or good, and 100% rated the "onsite coordination" as excellent or good. Additionally, 78% rated the overall "Effectiveness" of the fair as excellent or good, and 65% rated "student participation" as excellent or good. With regards to student data, 95% of students indicated "communication regarding the fair" was excellent or good, and 91% rated "employer participation" as excellent or good. Additionally, 89% of students rated their "overall impression" of the fair as excellent or good, and 76% rated the "diversity of employment options" as excellent or good (see attached Career and Fair Employer and Student Evaluations).

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?:

Impact on Operations:

The Director of Career Services retired July 1, 2020. The position will not be filled, which leaves a director, and associate director to oversee the office with one administrative assistant. Before the retirement, budget cuts were experienced and future budgetary projects are similar. Nonetheless, this office has always offered quality services in spite of the effects of a reduced budget. Our goal has always been service to students and employers without fail. I am confident it will continue.

1.1 New area of focus will be to find a replacement for CareerBeam which will cease to exist after July 2020.

1.2 The LBST 201 Career & Professional Development course was not originally listed in the course catalog during the spring registration process; therefore, the only method of marketing the course was by word of mouth and promotion by faculty advisors. Therefore, enrollment for spring 2020 was low. We anticipate this enrollment to grow each semester as it becomes formally listed and promoted by advisors. Although all students met 100% of learning objectives, none completed the online course evaluation. More focus will be placed on encouraging enrolled

students to complete the course evaluation, stressing the importance of data to improve future course objectives.

2.1 New area of focus will be on better data collection of direct source data, particularly regarding the number of participants attending seminars, class sessions, etc. These data will assist in discerning our reach among students.

2.2 Figuring out the impact of COVID on all of the partnerships for internships.

3.1 New area of focus will be to continue to promote two Career & Internship Fairs as a method of assisting students in connecting with employers in a virtual format. In accordance with the information provided by survey data, employers would like to see a larger volume of students participating, so we will focus more on marketing the events in the future. Additional efforts will also be implemented to focus on the recruitment of cross-section of employer options for students from all majors.

Resource Allocation:

1.1 - 3.1 Due to declining enrollment challenges and challenges with COVID, changes in financial resource allocations has reduced our office by one professional staff member. CPDC will continue advocating for the possibility of gaining an Employer Relations staff member to foster opportunities and relationships between students, employers, and faculty.

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

The Career & Professional Development Center provided an Annual Report to the Vice President of Student Affairs. Additionally, plans, goals, and challenges are presented to the Division of Student Affairs each year in August and January, as well as discussed, assessed, and evaluated during monthly CPDC staff meetings and Director meetings. Additionally, CPDC participated in a self-study during FY 2020 that included internal and external review teams. A comprehensive report was prepared and delivered to the President, Vice President for Student Affairs, and Associate Vice President for Student Affairs (attached as CPDC Final Report March 2020).

Evidence, artifacts, and or back up documentation:

Attached Files

[Fall-2019-Career-and-Internship-Fair-Employer-Eva-1.pdf](#)

[Fall-2019-Career-and-Internship-Fair-Student-Eval \(1\).pdf](#)

[Career Summit.Foundation Report.2019.docx](#)

[Course Syllabus LBST 201 Intro.docx](#)

[The Washington Center Visit feb 2019.docx](#)

Counseling and Psychological Services Counseling Center Annual Report FY 2020 Specify your Division/Department Goals Priorities.:

- 1) Provide appropriate assessment and triage services to meet the needs of students.
- 2) Meet the emergent counseling needs of students through professional service delivery and referral.
- 3) Deliver a variety of counseling services to meet the individual distinctive mental health and well-being needs of students.

Start:

7/1/2019

Providing Department:

Counseling and Psychological Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1: The Clinical Director of the Counseling Center ensures that each non-emergent student requesting services will receive an intake appointment within 5 business days of request during FY 2020.
- 1.2: The Clinical Director of the Counseling Center ensures that each non-emergent student requesting services will receive an initial counseling appointment within 10 business days of intaking appointment during FY 2020.
- 2.1: The Clinical Director of the Counseling Center ensures the center is meeting professional standards of accreditation set forth by the International Association of Counseling Services (IACS) regarding confidentiality, record disposition, and staffing ratios during FY 2020.
- 3.1: The Clinical Director of the Counseling Center ensures service delivery of individual and group modalities as recommended through triage and treatment planning during FY 2020.

3.2: The Clinical Director of Counseling Center ensures the therapeutic needs of each student are being met through treatment planning that includes level of service, number of appointments, and referral for external psychiatric care during FY 2020.

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

- 1.1: Titanium (information management system) data regarding intake appointments.
- 1.2: Titanium data regarding counseling sessions and time to service.
- 2.1: Review of International Associate of Counseling Services (IACS) and subsequent data.
- 3.1: Titanium data regarding treatment modalities.
- 3.2: Titanium data regarding service delivery.

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

On-going assessment of data from Titanium and IACS standards with appropriate discussion during clinical supervision meetings each Wednesday at 8:00am.

- 1.1: Titanium (information management system) data regarding intake appointments.
- 1.2: Titanium data regarding counseling sessions and time to service.
- 2.1: Review of International Associate of Counseling Services (IACS) and subsequent data.
- 3.1: Titanium data regarding treatment modalities.
- 3.2: Titanium data regarding service delivery.

What were the results?:

1.1. Counseling Center had 194 intake appointments during FY 2020. The average wait time for these appointments was 6.59 days. We did not reach our goal/priority of five days and will need to address this concern in FY 2021.

1.2 Counseling Center saw 270 new unique clients with an average wait time to initial appointment of 6.59 days. This goal was met.

2.1. Counseling Center periodically reviews the accreditation standards according to IACS and indicates no reported breaches of confidentiality during FY 2020. Disposition of records is secured through a software agreement with Titanium and requires a VPN connection and policies governing access to ensure security. With regards to staffing ratios, IACS recommends a 1 to 1000 or 1,500 clinician to student ratio. According to Assessment and Institutional Research data for FY 2020, FSU's unique eligible student population was 4858. During FY 2020, the Counseling Center was able to maintain at least 5 full-time professional clinicians through the year.

3.1. According to Titanium data, 56.4% of students attended 1-5 appointments; 22.8% attended 6-10 appointments, 11% attended 11-15 appointments, 4.9% attended 16-20 appointments, and 4.9% attended 21 or more appointments. The average number of appointments per person was 7; however, 17.4% of students only attended one appointment. The average age of students utilizing services was 21.38. A total of 186 students were seen for an urgent/crisis appointment. Eleven (11) were transported for psychiatric services, and 230 psychiatric appointments occurred on campus.

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) Satisfaction data has yielded that students are generally happy with the new model in place by UPMC Western Maryland. When asked "CAPS staff were friendly, courteous, and respectful during scheduling, check-in, and check-out process," 88% strongly agreed and 12% agreed. When asked "I found value in the counseling services provided by the therapist," 79% strongly agreed and 12% agreed. Satisfaction data regarding psychiatric services were somewhat less favorable, with 70% strongly agreeing or agreeing with the value of services. Additionally, 88% of students indicated their needs were met through the service delivery of the Counseling Center. Although these data are favorable, we attribute the challenges with psychiatric services to be indicative of the retirement of one of our former psychiatrists and the personal obstacles often faced by students requiring psychiatric intervention. Therefore, more psychiatric continuity will be an area of focus for the FY 2021 plan. Additionally, emphasis will be placed on establishing shorter wait times where applicable through focusing on triage efficiencies among our staff.

An additional challenge during FY 2020 resulted from the obstacles presented by the global pandemic. In March 2020, FSU moved instruction online and vacated the campus. This required us to pivot our service delivery to a virtual format. Specific challenges included engaging students under extreme duress and anxiety regarding the unknown, meeting the technological obstacles faced by many students as they returned home, and building confidence in student perception of our ability to deliver effective services in a virtual format.

2) Our public-private partnership with the University of Pittsburgh Medical Center will continue afford administrative staff the opportunity to meet monthly to determine plans for the future, assess efforts, and evaluate strategies for continuous improvement in delivering excellent college counseling services. These strategic sessions will involve discussions regarding the allocation of human and fiscal resources.

Additionally, fiscal resources to continue to commit to virtual tele-counseling will be a reality for the foreseeable future.

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

The planning process is regularly discussed with Student Affairs as we continue to improve the overall experience for college counseling. We examine and evaluate our resource management on a continuous basis, and have candid discussions with Students Affairs at the division level. The results of FY 2020 assessments will be shared with Student Affairs administration, the Assessment and Institutional Effectiveness Committee, and the Executive Committee that will use the results to inform appropriate allocation resources. Additionally, these data are often shared with students and other constituencies through informative correspondence from the Dean of Students to the campus community.

Assessment data are discussed weekly at clinical supervision meetings, shared at the President's annual State of the University address in September, and shared with SGA constituencies, thus ensuring continued transparency.

Evidence, artifacts, and or back up documentation:

Attached Files

[CAPS-Student-Survey End of 2019-20 Results.pdf](#)

[Appointment stats 2019-20.pdf](#)

[AR new data 2019-20.pdf](#)

[Intake wait time 2019-20.pdf](#)

[Montly stats 2019-20.pdf](#)

Diversity, Equity, & Inclusion

Diversity, Equity, and Inclusion Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

1. Provide diversity, equity, and inclusion education for students.
2. Support the success of marginalized students through mentoring and ongoing programming.
3. Increase student awareness of the resources and services available from the Center for Student Diversity, Equity, and Inclusion (DEI).

Start:

7/1/2019

Providing Department:

Diversity, Equity, & Inclusion

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1 Diversity, Equity, and Inclusion will facilitate the FSU Social Justice Summit (Diversity Retreat) during the fall 2019 semester to expose students to the foundations of DEI in a fun and engaging environment.

2.1 The Director of DEI will advise, mentor and educate diverse student organizations with a membership focus on personal identities and their allies throughout the academic year.

2.2 The Director of DEI will engage faculty and staff in an effort to inform and educate the University community on issues regarding diversity, equity, and inclusion as evidenced by facilitating the National Coalition Building Institute's (NCBI) leadership team and co-chairing the University Council on Diversity, Equity, and Inclusion throughout the academic year.

3.1 The Director of DEI will work with the Director of First-Year Advising to facilitate DEI and NCBI workshops for first-year students during the fall semester.

3.2 DEI will sponsor at least one information table per month in the Lane University Center to promote the services of the office.

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

1.1 Attendance and marketing records.

2.1 Number of student organizations and membership numbers.

2.2 Number of workshops and number of participants.

3.1 Number of workshops, number of participants, indirect satisfaction data.

3.2 Number of tables/month.

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

1.1 Attendance results, costs, and number of faculty/staff engaged were collected and examined.

2.1 Reviewed number of student organizations engaged and the number of students registered for each organization

2.2 Reviewed scheduling, documentation, and number of staff participating in workshops and the UCDEI.

3.1 Review of the number of DEI/ NCBI workshops offered to first-year students and number of attendees.

3.2 Review of the number of information tables staffed in the Lane University Center during the academic year.

What were the results?:

1.1 The fall 2019 FSU Social Justice Summit was held the weekend of October 11-13, 2019 at Camp Allegheny (Stoystown, PA) with 55 attendees (48 students, 5 FSU staff, and 2 guest presenters. As part of DEI's commitment to exposing students to the foundations of DEI and to supporting the leadership development of students, 7 NCBI-trained student leaders co-facilitated the NCBI Building Connections through Diversity workshop, viewing of "The Brownsville Play" and participating in the processing following the play, and the closing activity to guide students in developing action plans for DEI on campus. The students were also addressed by interim vice president of student affairs, Dr. Jeff Graham.

2.1 In an effort to advise, mentor, and educate diverse student organizations, the Director of DEI worked to secure faculty/staff co-advisors for the following organizations:

- Black Student Alliance (30 students)
- Latin American Student Alliance (15 students)
- SPECTRUM (LGBTQ+- 25 students)
- National Council of Negro Women (NCNW- 25 students)

To further educate and mentor students, the DEI worked with the Department of Theater and the FSU Alumni Affairs office to take 90 students to the Baltimore Center Stage Theater to attend "The Thoughts of a Colored Man", an original play written by FSU alum Keenan Scott. Following the play, the students were able to spend time with Keenan and several other FSU alum.

2.2 The Director of DEI joined and co-facilitated 26 faculty, staff and students serving on the University Council on Diversity, Equity, and Inclusion (UCDEI) in establishing goals and action plans. Members selected to serve on workgroups based on these goals and action plans. The groups were condensed mid-year to bring the goals into sharper focus and prioritize the action plans. In February 2020 the council held a campus conversation ("Can We Talk?") where attendees were able to learn of the council's purpose and suggest goals and action plans to be considered. A follow-up session planned for March was canceled to do the move to 100% online learning due to COVID-19. Additionally the director facilitated a NCBI workshop for the staff of the library (15 participants) and the residence life staff (60 members).

3.1 The Director of DEI worked in collaboration with the Director of First-Year Advising in facilitating DEI workshops for first-year students during the fall 2019 semester: 14 workshops were conducted with 598/742 (81%) students attending.

3.2 DEI sponsored an information table every Wednesday through September in the fall 2019 semester (5) and in the spring 2020 semester(5) until the move to online learning.

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) Focus of upcoming year's plan:

1.1 To further encourage participation of students in the University's DEI efforts, co-facilitators of the FSU Social Justice Summit will continue to include students and alum providing several opportunities to recruit new students to joining the NCBI teams and the UDEI council.

2.1 The Director of DEI will provide support and education for the faculty and staff members co-advising the student organizations.

2.2 The Director of DEI will work closely with the co-chair and workgroup chairs of UCDEI to complete action plans and accomplish the goals established for the council. Additionally, there will be a focus on recruiting additional students to serve on the council to provide a stronger student voice.

3.1 The Director of DEI will seek alternative ways of providing the introduction to DEI to first-year students in an attempt to come closer to 100% participation.

3.2 In light of the continued online learning environment, the Director of DEI will seek alternative ways to reach the university council (increased online presence).

2) Human and fiscal resources were reallocated during FY 2020 due to the obstacles presented by the global pandemic. In March 2020, FSU moved instruction online and vacated the campus. This required us to pivot our service delivery to a virtual format. Specific challenges included engaging students under extreme duress and anxiety regarding the unknown, meeting the technological obstacles faced by many students as they returned home, and building confidence in student perception of our ability to deliver effective services in a virtual format. This necessity for virtual connections will continue into FY 2021 and will require our staff to be creative in how we engage students.

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

The Center for Student Diversity, Equity, and Inclusion provided an Annual Report to the Vice President of Student Affairs. Additionally, plans, goals and challenges are presented to the Division of Student Affairs each year in August and January, as well as discussed, assessed and evaluated during monthly Student Affairs Leadership Team meetings and one-on-one meetings with the Vice President of Student Affairs. Additionally, students have significant opportunities to provide feedback to the office through participation in the University Council on Diversity, Equity, and Inclusion.

Evidence, artifacts, and or back up documentation:

Residence Life

Residence Life Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

Goal 1: Promote a residential environment that focuses on the health, safety, and well-being of students living on campus.

Goal 2: Collaborate with University stakeholders to create living environments that are aesthetically pleasing, well-maintained, and appropriately occupied.

Goal 3: Facilitate programs and initiatives, including special-interest housing and student-staff training programs, that contribute to student knowledge, experiences, and success.

Start:

7/1/2019

Providing Department:

Residence Life

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1: Disseminate information regarding standards for community living to all students living in the residence halls on an annual basis.

1.2: Deliver resident assistant-driven programs to the residential population on topics related to health and well-being each semester.

1.3: Consistently hold residential students accountable for policy violations occurring within the residence halls as evidenced by appropriately documenting behaviors, adjudicating incidents, and providing reasonable and fundamentally fair dispositions that lead to positive outcomes throughout the academic year.

2.1: Triage, assign, and respond to work order requests submitted by professional and student staff members in a timely manner throughout the academic year.

2.2: Collaborate with Admissions to promote and market housing options to students and families as evidenced by maximizing occupancy rates throughout the academic year.

2.3: Ensure students can send and receive mail and receive packages from an efficient and friendly staff.

3.1: Promote and deliver special-interest housing options available to students through collaboration with Student Affairs, Academic Departments, and Athletics throughout the academic year.

3.2: Facilitate student training programs that provide operational skill-building and emergency management planning, along with professional development opportunities for graduate hall directors, post-graduate interns, and undergraduate resident assistants that assist in their knowledge and retention throughout the academic year.

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

1.1: Email documentation.

1.2: Resident Assistant program delivery documentation.

1.3: Data from Maxient (student information management system for conduct).

2.1: Documentation from School Dude Work Order Reporting software.

2.2: Documentation from Occupancy Rate Report.

2.3: Documentation from Notifii Student Mail room Package Processing

3.1: Documentation from Special-interest Housing.

3.2: Documentation, dates, and information from training sessions, and retention rates.

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

1.1: Assessed by emails that document dissemination of policies and expectations.

1.2: Assessed by the number of programs, dates, and topics delivered.

1.3: Assessed by information from Maxient results reported on the number of residential cases, adjudications, and types of dispositions.

2.1: Assessed by sorting and reviewing information in School Dude Work Order Reporting software.

2.2: Assessed by reviewing information in the Occupancy Rate Report.

2.3: Assessed by reviewing information from Notifii

3.1: Assessed by examining/reviewing information from Special-interest Housing.

3.2: Assessed by reviewing breadth and depth of topics covered in training sessions, and reported retention rates.

What were the results?:

1.1: Resident Assistants facilitated 125 programs during the 2019/2020 academic year. Programming stopped on 3/12/20 due to the COVID-19 pandemic.

Here is a overview of the programs:

58 social programs

28 academic programs

34 responsibility programs

5 group programs

1.2: *During the 2019-2020 academic year, 267 residential students were documented for 116 policy violations. Of those violations, 240 were found "responsible" and 27 were found "not responsible" through the administrative hearing process. Policy violators found "responsible" were issued 620 sanctions as part of the disposition in each case. According to Maxient data, the average time between report and hearing notification was 4.2 days. The average time between hearing notification and adjudication hearing was 6.5 days (must provide at least three day notification). Average time for disposition letters was three (3) days.*

2.1: According to our School Dude work order reporting software, 1,883 work orders were submitted for the Residence Halls during the 2019/2020 academic year. (RLO Work Orders 18-19 attached). According to the data, 1622 work orders went to Physical Plant of those 1524 were cleared as "complete or closed," for a 94% clearance rate; 53 work order reports were either marked as "declined, duplicate, held, or voided" (3% of work orders); and 45 work order reports were marked as "work in progress" (2.7% of work orders). 73 work orders were sent to Mac Gray for washer and dryer repair. Residential Maintenance received 188 work orders, 186 were cleared as "complete", one (1) was marked "void," and one (1) was marked duplicate. Closure times are inaccurate for this year because of the COVID closure. Different departments were on campus working at different times.

2.2: According to data found in the 2019/2020 Occupancy Report (attached), Residence Life began the 2019-2020 academic year with 1276 available beds in ten (10) residence halls. After census, 1146 beds were student-occupied, with 130 vacant beds (90% occupancy rate). In Spring 2019/2020, after census, 1024 beds were student-occupied, with 252 vacant beds (80% occupancy rate).

2.3: According to data found in Notifii, the package processing software, the student mail room processed 12,405 before closing on March 17, 2020 due to the pandemic. Residence Life Office forwarded 69 packages that arrived after closing to students. 12,474 packages were processed during the 2019/2020 school year. We did not keep records of the packages received by the students who remained on campus after closing.

3.1: Residence Life partnered with several stakeholders during the 2019-2020 academic year.
51 Honors students were housed in Frost Hall.
45 Echostars students were housed in Gray Hall.
69 STEM students were housed in Sowers Hall.
67 student-athletes were housed in Frederick and Westminster Halls.

3.2: In January 2020, RLO implemented a Professional Development Day for graduating RAs as part of RA training. The day included sessions on resumes, interviewing and financial literacy, and an etiquette lunch was also offered. Non-graduating RAs participated in Mental Health First Aid Training, another new addition to RA training.

Six graduate and post-graduate Hall Directors were hired at the beginning of the 2019-2020 academic year. One post-graduate Hall Director was terminated from the Hall Director position in December 2019 due to performance issues. An undergraduate Assistant Hall Director was hired to fill the vacancy. All five Hall Directors and the Assistant Hall Director were kept on staff for the remainder of the 2019-2020 academic year and were invited to return to staff for the 2020-2021 academic year.

43 RAs were hired for Fall 2019. 41 RAs were on staff for Spring 2020. All RAs were relieved of their job duties in mid-March 2020 due to the COVID-19 pandemic.

One RA was terminated for performance issues in November 2019. At the end of the Fall 2019 semester, one RA was terminated for grades and one RA graduated. One RA also left for personal reasons. 3 new RAs joined the staff for Spring 2020 (one of the new RAs had been on staff previously and had left for academic reasons). RLO had a 93% retention rate for the Fall 2019 semester not including graduates.

No one was terminated for grades at the end of the Spring 2020 semester due to COVID-19. 12 RAs graduated at the end of the Spring 2020 semester. Out of 30 eligible RAs, 28 RAs decided to return to the RA role for the 2020-2021 academic year. No staff members were terminated due to COVID-19, so RLO achieved a 100% retention rate for the truncated semester.

RLO continued to improve and expand its RA recruitment efforts. Compared to the 65 candidates in 2019's applicant pool, 80 students applied for the RA position for the 2020-2021 academic year. 32 were hired as RAs, 1 was hired as a graduate Hall Director, and 19 were offered an alternate RA position.

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. In mid-March, the impact of the global pandemic significantly altered Residence Life's ability to deliver on several action priorities, while actually creating opportunities to improve on others. Specifically, we had to shutter programs and close the residence halls in late March after receiving the Governor's stay-at-home orders. Unfortunately, many of our students rely on the academic support services that are associated with residential living in terms of having adequate space to study, safe surroundings, and access to internet and computer resources. Additional challenges were experienced by international students who couldn't make it home and students with housing insecurities. Fortunately, we were able to accommodate these students with on-campus housing. The opportunities that occurred included the ability to catch up on some cleaning and renovation projects that require reduced occupancy to complete.
2. Auxiliary service housing prorated refunds significantly disrupted the universities ability to balance our budget and subsequent shortfalls will likely create significant challenges for the next fiscal year. Additionally, Residence Life actively engaged with the Pandemic Response Team to plan for reduced density in the halls, along with other public health protective measures for the FY 2021.

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

The assessment results have been conveyed during meetings and with shared access of this report by the Division of Student Affairs Leadership Team. Additionally, results are frequently shared with Resident Assistants and student-staff during training sessions to engage in opportunities for process improvement. Housing aesthetics are frequently a topic of discussion among the Executive Committee and other stakeholders as an important component of enrollment management. The Director of Residence Life meets with Physical Plant directors on a monthly basis and attends design meetings for the new residence hall bi-weekly. The Residence Life team also meets weekly to ensure we are using data to inform best-practices and customer satisfaction.

Evidence, artifacts, and or back up documentation:

Attached Files

[20192020 mailroom packages processed.pdf](#)

[Training Booklets 19.docx](#)

[Training Booklets S20.docx](#)

Civic Engagement

SCI Civic Engagement Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

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.
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.
3. SCI is committed to serving as a collaborative partner in the cultural, social, and economic development in western Maryland and the Tri-state region.
4. SCI is committed to increasing administrative efficiency and promoting organizational effectiveness

Start:

7/1/2019

Providing Department:

Civic Engagement

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

- 1.1. The Office of Civic Engagement (OCE) will develop and implement a democratic engagement series throughout the academic year.
- 1.2. The OCE will develop and implement the ECHOSTARS Living-learning-serving program throughout the academic year.
- 1.3. The OCE will offer a yearlong series of service and community engagement opportunities throughout the academic year.
- 1.4. The OCE will develop and implement a student food pantry program throughout the academic year.
- 1.5. OCE will develop a comprehensive training and staff development plan for its staff, production team, and volunteers throughout the academic year.
- 3.1. The OCE will develop and implement a multi-county National Service Program throughout the academic year.

4.1. OCE will actively pursue and identify external funding through granting agencies, charitable foundations, FSU Foundations, private donations and programmatic collaborations; and develop a long term development strategy for event sponsorships throughout the academic year.

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

1.1 The success of a democratic engagement series is based on the number of programs completed, the attendance measures for the events, increased registration and voting rates via the National Study of Learning, Voting and Engagement (NSLVE) as well as national recognition by national agencies included, but not limited to: NASPA, the American Democracy Project, and the All in Democracy Challenge.

1.2 The success of the ECHOSTARS Living-learning-serving community is based on the retention rate of members in the program, retention rate of first-year students to their sophomore year, the number of hours completed, and an end of year satisfaction survey.

1.3 The success of the series of service and community engagement opportunities will be measured through number of volunteers recruited, number of hours served, and the success of the major initiatives including but not limited to The Thanksgiving Basket program, Beautify the Burg, Relay for Life, etc.

1.4 The success of the program will be the successful creation of program along with demonstrating student use and food distributed.

1.5 The success of the training program will be based on the hours members spent in training as well as end of the year satisfaction surveys.

3.1 The success of the National Service Program will be based on enrollment rates, retention rates, Performance Measure outcomes, and sustainability.

4.1 The success of the pursuit of external funding will be based on the number of grants applied for and received, overall percentage of funding from outside sources and the recruitment of sponsorships in number and value

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

1.1 For the democratic engagement series programs, we utilized multiple tools and standards to measure success as well as attendance counts. For the town hall meetings, we implemented satisfactions surveys at each event. Annual reports were sent into NASPA as part of our application for the Lead Initiative program. We also take part in the National Study of learning, voting and engagement and have applied for Voter friendly campus designation status.

1.2 Results from university census data is used to compile data from the Office of Assessment and Institutional research to gauge student university retention. Enrollment and retention data is calculated in the e-grants system and online time-sheets and sign in sheets are utilized to show hours completed and service opportunities offered. An end of the year satisfaction survey is also implemented for all members of the program.

1.3 Volunteer hours and involvement were tracked through a database for all university reported

service incidents. Satisfaction surveys were utilized for major events like Beautify the Burg and quantitative data including number of donations, families served, and money raised were used to gauge the impact of major programs.

1.4 All students are registered for the pantry. Student usage and pounds of food donated and distributed will be tracked.

1.5 Training hours are tracked through online timesheets and end of the year satisfaction surveys were utilized for feedback on trainings.

3.1 For both national service programs, Pre and post-test were utilized to track Performance Measures and submitted through monthly reports to Salesforce. Enrollment and retention rates are managed in the e-grants system. The ASTAR program also underwent an Office of Inspector General Audit as part of a large audit of the Governor's office on service and volunteerism. While this was not a planned assessment, this opportunity allowed for an in depth look on policies and procedures for background checks, financial and budget procedures and overall documentation for the program.

4.1 External funding is tracked through acquisition of grant funding, donations, and other outside funding sources.

What were the results?:

1.1: Our effort to create a well-rounded democratic engagement series and engage students in the the democratic process was a success this year. To create this series, we continued our partnership with NASPA, the Beall Institute for Public Affairs and the Student Government Association.

Frostburg State University fosters active citizenship by offering a range of activities and programs that develop personal and social responsibility within the members of our University community by addressing societal needs and social justice issues through service and democratic engagement. Through strategic partnerships and a greater overall focus on the institutions impact on the community, Frostburg State University has continued to grow in its Civic Learning and Democratic initiatives. This year we have improved upon many of our signature programs to reach more students and improve the impact the programs have on individuals and the campus and local community. As a result of our ongoing collaborative efforts to promote civic learning and democratic engagement through the fabric of the institution, the University has added to its strategic plan the following action priority: "Frostburg State University integrates civic learning and democratic engagement into the curricular and co-curricular student experience.

Town Hall Civic Engagement Series

A series of three student forums were planned for each semester designed to engage students in thoughtful discussion and expression of ideas that addressed local, state and federal issues of interest.

Due to COVID-19 only four town halls were able to be implemented. The fifth town hall was planned shortly after the University closed, and while the event was moved to a virtual format,

the event was “Zoom Bombed” and it was decided to cancel future events until we could find a platform that ensured security.

The series had a total attendance of over 200 students.

Democratic Engagement Immersion Trip

In March, 18 students and faculty advisors participated in our annual civic engagement immersion trip where students learn and practice their civic engagement skills in an all day visit to Annapolis to witness legislative debate; meet local delegates, current FSU student interns and FSU alumni. This year our students met with current interns and State representatives in a lunchtime exchange and toured the Statehouse.

Civic Engagement Conference

This was the sixth year of hosting a retreat, workshop or other one day programmatic model around civic engagement. On April 28, 2019 our annual Civic Pathways Conference partnered with the Leader in Residence program to host a virtual speaker program. Heather Mizeur, former Maryland legislator and candidate for governor, was our featured "leader-in-virtual-residence" for Frostburg State University (FSU)'s annual leadership residency program. Now the CEO of the non-profit organization Soul Force Politics (<https://www.soulforcepolitics.org/>) and the host of its popular podcast, Mizeur interacted with students, faculty, staff, and community members during an interactive Zoom event. Mizeur shared insights on “Cultivating Soulful, Resilient Leadership to Create Social Change,” a brief presentation that was followed by a facilitated discussion to help attendees reflect and integrate ideas and practices.

NASPA Involvement

Frostburg State University continued its involvement in NASPA's Lead Initiative as a Lead Consulting Institution because of its reported efforts to NASPA. As part of this program, FSU leads bi-monthly conversations with a cohort of six Universities focusing on Civic Learning and Democratic Engagement initiatives and programming on campus. This year, we have had great involvement from our cohort and engaging conversation.

Our Cohort Experienced active participation from its members and we held 10 conference calls throughout the year. Topics included Alternative Breaks, Voter engagement, faculty-staff partnerships, short & long term service projects, Carnegie Classification, and more.

FSU is an active participant/member of the ADP, NSLVE, and the All in Democracy Challenge.

Voter Engagement Plan

This year we developed a voter engagement plan as part of our upcoming efforts for the 2020 presidential election. This was done with input and partnership with NASPA, the All IN Democracy Challenge, the American Democracy Project, and Ask Every Student, a new program FSU has been accepted into to promote student voter turnout.

Due to our efforts in 2018 and an increased turnout of student voters, Frostburg State University received the silver award from the All IN Democracy Challenge for the mid-term elections and continues its status as a Voter Friendly Campus. FSU was also named as one of Washington monthly's 2020 Best Colleges for Student Voting Honor Roll.

Times Talk Thursdays

The program is intended for students, faculty and staff to come together bi-weekly at lunchtime during the academic year to discuss current events from articles identified by students utilizing FSU's New York Times free subscription program to discuss current civic events. 12 sessions (1 virtual) were conducted with attendance total of approx. 180 participants. During the spring semester, Dr. Elesha Ruminiski incorporated the program into her leadership studies course.

Constitution Day Activities

The Office of Civic Engagement partnered with the Ort Library to host constitution day activities. This included a presentation and interaction with a historian and George Washington impersonator that spoke on the steps of the Library as well as a display in the Library about the constitution, and distribution of Pocket Constitutions. The event was well attended including a group of individuals from Friends Aware.

1.2: The 2019-2020 year for the ECHOSTARS was very successful but, like everything else, was greatly impacted by COVID-19 in March 2020.

- The program continued to utilize two incentive programs for the members. The first was an incentive for completing hours that included things like AmeriCorps hats, Hoodies, and tie-dyed t-shirts. The second was a textbook scholarship for ECHOSTARS upper-class leaders that was funded by the FSU Foundation.
- The ECHOSTARS program continued its use of technology by utilizing Bobcat connect and America Learns. Bobcat Connect is utilized by members to sign up for Special projects, as well as allowing them to RSVP to trainings and other events. America Learns was used for a third year allowing students to enter their service hours as well as enrollment documents in a secured online system. America Learns will be used again for the 2020-2021 year.
- University retention for the Fall 2019 cohort of ECHOSTARS was 82% compared to 74% of all first-time freshmen. While the programs members consisted of more first-generation students compared to the entire first year freshmen class (51%/47%) and more low-income students (60%/46%) the overall retention rates of this group remain higher than the first-year class at 87% compared to 71% for first generation students and 81% compared to 73% for low income students.
- 2019-2020 members served 10,157 verified hours (2710.75 training; 7446.25 direct). Members service year was cut short in March of 2020. Thankfully, our federal funder, the Corporation for National and Community Service announced that any AmeriCorps member who completed greater than 50% of their hours would still be eligible for their full award so most of the ECHOSTARS earned the full \$1,311.11.

- This year the members served at over 80 special projects from September 2019-March 2020. This number is low for this year because several large projects were not able to happen (Relay For Life, Book Give-a-Way, and Beautify the Burg).
 - Allegany Animal Shelter Adoption Events
 - Appalachian Festival
 - Attended all FSU Open Houses
 - Bobcat Court Clean Up
 - Calvary Cares Meal Packaging
 - Flintstone Elementary Fall Festival
 - Frostburg Fall Arts Walk
 - Frostburg Block Party
 - Frostburg Halloween Parade
 - Frostburg Homecoming/The Big Event
 - Frostburg Street Clean Ups (multiple weekends)
 - Frostburg Wreath Prep
 - Glory's Happy Hats
 - Harry Potter Night
 - Hoffman Park Clean-Up
 - Household Hazardous Waste Clean Up
 - Kids Walk/Kids Talk
 - Lion's Chicken BBQ (multiple weekends)
 - Local Student Admitted Reception
 - Making Strides against Breast Cancer
 - MVPYouth (multiple weekends)
 - PAWS Pantry (weekly cleaning/re-stocking)
 - Food drives (multiple weekends)
 - Truck deliveries (monthly)
 - Saferide
 - Snow Shoveling for community members in need
 - Special Olympics
 - Storybook Holiday
 - Superhero Adventure Challenge
 - Thanksgiving Baskets
 - Toys for Happiness Spirit Night

Recruitment

- ECHOSTARS attended every open house program this year to recruit new members.
- The Associate Director, Civic Engagement reached out to all incoming members immediately after Preview (before July 1) to keep them engaged and excited for the program. Incoming members received directions on submitting all necessary documents and other steps for being enrolled as an ECHOSTAR AmeriCorps member.

- Incoming members attended a webinar with the Associate Director for additional information regarding paperwork, move-in, and trainings. This is an opportunity for incoming members to meet with the staff face-to-face and ask questions regarding upcoming deadlines.

Mid-year survey results showed that 96% of members in the program feel better connected to the University because of their involvement. 98% felt they had gained an increased awareness of the issues faced by their local community. 100% rated their overall experience as very good or good. 94% felt better connected to the Frostburg community. 87% would suggest the program to incoming first-year students and 98% rated their overall site experience as very good or good. An end of the year survey was not able to be completed because of COVID 19.

1.3: Volunteerism and service recruitment and programming on campus:

- 1,923 students volunteered for a total of 24,256.25 hours
- Sites/Opportunities included the Craft Beer Festival, Beall Elementary X Kids, Saferide, and the PAWS Pantry.
- Relay for Life underwent drastic changes this year due to COVID-19. Colleges Against Cancer worked after spring break to turn Relay For Life into an online event and continued fundraising and educating the FSU community on cancer. The committee decided to adjust their goal from \$20,000 to \$10,000 due to the change in event format and, for the first time in several years, was able to meet their goal. Changes will continue being made for future events.
- Beautify the Burg was not hosted for 2019-2020 due to COVID-19. Prior to the event, OCE staff worked to recruit volunteers and plan projects for the event. Some projects that did not happen in the spring may still happen in the fall semester with the ECHOSTARS program.
- In November 2019, individuals/groups/teams/on-campus departments donated 123 Thanksgiving Baskets totaling 4565.2 pounds and \$1,855 in gift cards. Thanksgiving Baskets were delivered to 103 families. The additional 20 baskets and gift cards (some baskets receive gift cards in lieu of a turkey or ham) were donated to the Western Maryland Food Bank.
- The Alternative Spring Break trip to Houston, TX was cancelled for March 2020 due to COVID. Prior to the trip, the Associate Director worked with Break a Difference to prepare and plan the trip. 12 students were recruited and met several times prior to the trip for pre-service reflection activities.
- **P-20 Connects Program -**

The OCE completed it's third year with the P-20 Connects VISTA program in conjunction with the Allegany County Public Schools, Campus Compact Mid-Atlantic, and the FSU Education Department.

For the 2019-2020 year, 12 ECHOSTARS members and 29 additional volunteers from education and ORIE 101 courses supported the afterschool programs at Braddock, Washington, Mount Savage, and Westmar Middle schools

335 hours of service were completed by the 29 non ECHOSTARS volunteers.

Approximately 136 youth were served as part of this program.

1.4: The PAWS pantry program completed its first full-year of operation in 2019-2020.

The pantry has partnered with the MD Food Bank to be a part of their School Pantry Program. This allows for monthly deliveries of 1,500-3,000 lbs. of food. The pantry has also partnered with local grocery stores to purchase food through donated funds.

In the 2019-2020 academic year, the Pantry distributed 19,143.9 pounds of food. During that timeframe, the pantry was utilized 2110 times by 464 individuals.

The pantry wrote and received funding from the FSU Foundation for the 19-20 year to purchase freezers to be able to supply students with a larger variety of food.

In March 2020, the pantry transitioned to a pre-packed bag style pantry to adhere to CDC safety guidelines.

1.5: Training programs for the ECHOSTARS students as well as the COAT program were extensive and on-going throughout the year.

ECHOSTARS, Team Leaders, and RisingSTARS all attend fall and spring trainings as well as regular meetings and trainings throughout the year. Team Leaders and RisingSTARS move in early and trainings include: Leadership, Identifying at-risk Students, Conflict Resolution, Program Planning, and other necessary trainings. The ECHOSTARS return a day earlier than other first-year students so they can attend their training. This includes: time sheets, team building, an opportunity to explore the City of Frostburg, and other necessary site trainings. Throughout the year, Team Leaders attend regular meetings with the Associate Director, Civic Engagement who plans to implement on-going leadership trainings and discussions. The ECHOSTARS classes allow for reflection on their service through both written and in-class discussions. Additional trainings are offered throughout the year, including: resume building, responding to children, time management, and all required IHE seminars. Members also have access to Lynda.com and utilize this resource to train themselves on many different topics as part of their hours for the AmeriCorps program. New in spring 2020, the Associate Director, Civic Engagement partnered with the Alumni Association to have one of the Directors host a Financial Literacy training for the ECHOSTARS. Topics included budgeting and debt management. The ECHOSTARS were also going to attend the Career and Professional Development Center's Professional Development training until it was postponed due to COVID19.

The COAT program created and implemented a comprehensive online training course in Canvas for its members. This training includes an in person on-boarding training and the following online training modules:

Module 1: Time Management & Time Keeping (online/independent study)

Module 2: Cross Cultural Intelligence (online/independent study)

Module 3: Professional Networking (online/independent study)

Module 4: Assessing a Community's Needs/Building Trust (online/independent study)

Module 5: Communicating with Empathy (online/independent study)

Module 6: Identifying Community Assets & Resources (online/independent study)

Module 7: Leading a Community Dialogue (online/independent study)

Module 8: Presentation Design & Delivery (online/independent study)

Module 9: Conducting Public Forums/Public Speaking Foundations (online/independent study)

Module 10: Collecting & Analyzing Data (online/independent study)

3.1: The ASTAR AmeriCorps program had another successful year. This year's sites included: Evergreen Heritage Center Foundation, FSU Read to Succeed, FSU PAWS Pantry, FSU Center for Literary Arts, Garrett County Health Department, University of Maryland Extension, Frederick Community Action Agency, Boys & Girls Club of Frederick, Special Olympics MD, United Way of Frederick County, Horizon Goodwill of Hagerstown, New Spire Arts, Beacon House Inc., Shepherd's Springs Outdoor Ministry Center, Girls on the Run Mid Maryland, Blessings in a Backpack, FSU Pals Program USMH,

The Performance Measures for these areas included

Progress Performance Measures

4/1-6/30-Output: ED1: K-12 Success

PM Statement	Number of individuals served
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Target Value	600
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Actual Value	690
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Status	Met
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Comments: 690 disadvantaged youth participated in programming to increase attitudes towards a specific topic or course.

4/1-6/30-Int Outcome: ED27: K-12 Success

PM Statement Number of students with improved academic engagement or social-emotional skills

Target Value 425

Actual Value 422

Status Ongoing

ASTAR members served 4,027 disadvantaged children and youth, leveraged 1,013 volunteers, mentored 690 individuals, served 2,091 adults, and served 35 veterans.

Other Accomplishments include:

- Mekhi Jones was presented the National Service Award for his outstanding volunteer service in the A STAR! in Western Maryland AmeriCorps program during the 2018-19. As a first-year student, Jones joined the ECHOSTARS living, learning and serving community, completing 300 hours of community service. He continued to serve 300 hours in both his sophomore and junior years as a RisingSTARS mentor. As a senior, Jones is now Alumni Leader of the ECHOSTARS program, and he organizes transportation for all service members. Jones also is a member of the executive board for Alpha Phi Omega, a national coeducational service fraternity.
- During the COVID Pandemic members completed the following service
 - Served as a translator assisting in their medical clinic
 - Virtual wellness programs were implemented by Special Olympics across the western Maryland region reaching over 800 individuals
 - Member developed a manual for the Hood College food pantry as well as serving with 6 community gardens to harvest and deliver food.
 - 4 members including one FSU student completed an online training through John Hopkins for contact training.
 - 1 member and FSU student completed a training to assist with senior calls across Maryland.

Conquering Opioid Abuse Together (COAT)

After a productive year with our COAT program, FSU re-applied for continuation funding to carry on our efforts to address the growing opioid and heroin issues in western MD and across the state. Our Program Management Specialist, Dr. Stephanie Hutter-Thomas stayed with us for the third year of the grant to oversee one full-time and eight minimum time AmeriCorps members but accepted a full-time position with the ROTA program in early March.

Output: Sign-In Sheets

PM Statement Attendance Log

Target Value 450

Actual Value 402

Status Ongoing

Comments: COAT members engaged in weekly outreach and was on track to exceed their performance measures, however, when COVID hit, AmeriCorps members were encouraged to serve virtually and were unable to continue to increase their numbers.

Output: Pre/Post-Testing

PM Statement 360 community members will show an increase in knowledge regarding addiction and resources

Target Value 360

Actual Value 337

Status Ongoing

Comments: Data is collected using a pre/post-testing format which is accompanied by a presentation on the opiate crisis and available resources. The presentation was created by the Program Manager and distributed to each member at orientation on a removeable usb drive. Members were informed during orientation that they are each responsible for attempting to collect 100 completed surveys by the end of the program year. Members are responsible for reaching out to businesses, organizations, clubs, and civic groups within their locale with the purpose of securing venues to present and collect data. Although the program fell slightly short of the 450 target value for sign-in sheets, the assigning of member quotas improved the impact of pre/post-testing.

Other Accomplishments include:

COAT's focus on the opioid epidemic has provided the opportunity to empower individuals who have been personally affected by the addiction crisis by recruiting individuals currently in recovery. Despite COVID 19 interruptions, the program was able to meet 89% of its overall data collection goals for the 2019-2020 program year prior to the pandemic.

Full-time member Kathy Dorman passed her state examination and is now officially a Certified Peer Recovery Specialist (CPRS). She is now employed part-time at Awakenings Recovery Center with plans to become full-time upon completion of her program year.

Member Rob Zellner presented on the topic of Harm Reduction at the 6th Annual Peer Networking and Leadership Conference, January 16 and January 17, 2020, Cambridge, Md.

SMART Recovery Training: All members were offered the opportunity to enroll in SMART Recovery facilitator training. This training empowers individuals to offer community assistance in the form of peer support groups using a scientific, logic-based approach.

Through FSU's partnership with the Allegany County Health Department, the university has hosted regular naloxone trainings on campus for some time. These trainings were previously organized by the school of nursing but were turned over to the COAT program in 2017-2018 for organizing and promoting future community trainings.

P-20 Connects Program

The OCE completed its third year with the P-20 Connects VISTA program in conjunction with the Allegany County Public Schools, Campus Compact Mid-Atlantic, and the FSU Education Department.

For the 2019-2020 year, 12 ECHOSTARS members and 29 additional volunteers from education and ORIE 101 courses supported the afterschool programs at Braddock, Washington, Mount Savage, and Westmar Middle schools

335 hours of service were completed by the 29 non ECHOSTARS volunteers.

Approximately 136 youth were served as part of this program

4.1: The office of Civic Engagement actively seeks outside funding including donations and grants. This year, the office received the following grants and donations. The office, as part of the PAWS Pantry board have also worked with the FSU Foundation to apply for a grant through Colgate to receive hygiene supplies but to date, have not heard back about their decision.

- A STAR! and the COAT grant each completed a recompetite grant application for 2020-2023 (year 1 of 3-year cycle) to begin August 15, 2020
- A STAR! grant year 2019-20 was awarded 795,589 and 2020-2021 awarded \$795,590
- The ECHOSTARS program awarded \$58,751.85 in Segal education awards to ECHOSTARS members for completing the program
-
- The COAT Grant totaled \$49,990 for the 2019-2020 year and has been awarded 122,005 for the 2020-2021 year.
- Received \$5,000 from the FSUF Foundation Opportunity Grants for Alternative Breaks
- Received \$2,500 from the FSUF grant to support the ECHOSTARS leadership program
- Received \$2,500 from the FSUF grant to support freezers for the PAWS Pantry.
- Received \$1,500 from the Ausherman Foundation for A STARs MLK Day event
- Received \$400 from the Frederick County Human Relations Department for A STARs MLK Day event

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) The democratic engagement series while impactful for those in attendance has not reached a large percentage of our students. The Focus for the upcoming year will be working to utilize the election and interest in making change to market these opportunities, to better reach a broader base of students.

The focus for the ECHOSTARS program will be increasing member experience. While the program has many benefits to our students including university retention, while in a pandemic, the efforts to keep this retention and students engaged will take extra effort. A focus on member experience and student support will help to ensure members continue to be involved in the program and the University.

The pantry will continue to work to expand its offerings to include frozen foods as well as aim to bring in more hygiene products and the ready meals that students request.

Training programs this year for the ECHOSTARS program will work toward creating a better member experience and offering trainings that bring members together and cover topics that will assist them in not only their service, but their education goals as well.

National service programs including COAT and ASTAR will have a focus on assessment of the entire program. Assessment data for this year shows the impacts of the program on their identified national performance measures, but does not show the true impact of the activities that fall outside of the national PMs or the program as a whole. Data collection, improved assessment, and restructuring of reporting will assist in this effort.

The office will continue to apply to national service and FSU foundation grants as it has in previous years. A focus for the upcoming year is to research and apply to outside foundations and other grant opportunities as well as work to secure in-kind funding to support current grants.

2) As a result of our assessments this year, resources have been reallocated to support our future direction. Due to the success of the PAWS Pantry program and the Alternative Break program FSUF funding was sought out to support these areas and both have received funding. Internal funding for the office is being reviewed to better support marketing and programming in the area of Democratic engagement especially in an election year, while still supporting and expanding the service program under the direction of the Associate Director.

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

Each year, the goals and action items are shared with the Student & Community Involvement leadership team as well as the Office of Civic Engagement. Results of the action items are shared

within the department via the annual report in Compliance Assist and the Office of Civic Engagement discusses the results and plans for the upcoming year based on data and results reviewed at two Division of Student Affairs workshops and monthly Student Affairs Directors Meetings. Grant funded results are also shared with funding sources, including AmeriCorps, the FSU Foundation, and Beall Institute. Additionally, results are often shared with students during presentations to demonstrate our commitment to process improvement.

Evidence, artifacts, and or back up documentation:

Attached Files

[Book.xlsx](#)

[AmeriCorps Member Training Assessment.xlsx](#)

[EHOSTARS Financial Literacy Training.xlsx](#)

[EHOSTARS Training assessment.xlsx](#)

[Glories Happy Hats.xlsx](#)

[Glories scan.pdf](#)

[Lisas training assessment scan.pdf](#)

[MLK Surveys.xlsx](#)

[Times talk 09.26.pdf](#)

[Times Talk scan 10.24.pdf](#)

[Town hall 10.08.pdf](#)

[Times Talk Survey.xlsx](#)

[Town Hall 11.5.pdf](#)

[Town Hall Scan.pdf](#)

[Town Hall surveys.xlsx](#)

[TTT 11.7.pdf](#)

[EHOSTARS Fall 2019 Mid-Year Program Evaluation Aggregated.pdf](#)

[EHOSTARS Fall 2019-Spring 2020 GPAs.pdf](#)

[EHOSTARS Fall 2019 Mid-Year Program Evaluation Aggregated.xlsx](#)

Lane University Center

SCI Lane University Center Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

SCI Goal 1: Transformative Experiences

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 GOAL 2: Managing Facilities and Services

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 Goal 3: Collaborative Partner

SCI is committed to serving as a collaborative partner in the cultural, social and economic development in western Maryland and the tri-state region.

SCI GOAL 4: Administrative Efficiency

SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

Start:

7/1/2019

Providing Department:

Lane University Center

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will review, revise, and expand the student employee training and development program, called the Lane University Center Student Employee Experience program, a blended model of student employee training and development, based on assessment data from the last assessment cycle.

SCI Goal 1, LUC Action Priority 2 (Professional Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center (LUC) will assess patron needs and preventive maintenance requirements for the facility, with a focus on the Game Room, Lounge Areas, Fitness Center, and meeting venues.

SCI Goal 4, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center will review and enhance the utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide increased reservations for clients as well as a one-stop-shop for both the customer and staff to improve satisfaction.

SCI Goal 4, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will actively pursue and identify external funding through revenue generation, granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations.

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

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will review, revise, and expand the student employee training and development program, called the Lane University Center Student Employee Experience program, a blended model of student employee training and development, based on assessment data from the last assessment cycle.

- The results were assessed through a comparative benchmark analysis between last year's Student Employee Experience Program assessments and this year's assessments.
 - ACUI/SkyFactor/Student Affairs Student Employee Assessment (2017)
 - ACUI/SkyFactor/Student Center Assessment (2017)
 - Assessments delivered via Campus Labs Baseline to student employees at various points throughout the academic term(s)

SCI Goal 1, LUC Action Priority 2 (Professional Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- The results were assessed an examination of the professional development opportunities offered to LUC staff as well as the involvement of staff in professional associations.
 - Quantitative Data on the Number of Programs/Opportunities Offered
 - Quantitative Data on Involvement in Associations

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center (LUC) will assess patron needs and preventive maintenance requirements for the facility, with a focus on the Game Room, Lounge Areas, Fitness Center, and meeting venues.

- The results were benchmarked through a comparative analysis between last year's area assessments for both the Game Room and Fitness Center when compared to this year's assessments.
- The results were also assessed through the ACUI/SkyFactor/Student Center Assessment (2017) assessment with longitudinal data comparison to previous years and sister institutions based on Carnegie classification.
 - ACUI/Skyfactor/Student Center Assessment (2017)
 - CAS Standards
 - Research and Comparison to other ACUI Institutions; Industry Best Practices

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- The results were benchmarked through a comparative analysis between last year's Event Follow Up assessment and this year's assessment.
- The results were also assessed through the ACUI/SkyFactor/Student Center Assessment (2017) with longitudinal data comparison to previous years and sister institutions based on Carnegie classification.
 - ACUI/Skyfactor/Student Center Assessment (2017)
 - Quantitative Data on Usage, Requests, Services Used, etc.
 - Post-Event Assessments

- One on One Targeted Assessments with Customers

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- The results were assessed through a comparative analysis compared against the last assessment year's quantitative data.
 - Quantitative Data

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

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 - Quantitative Data

What were the results?:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will review, revise, and expand the student employee training and development program, called the Lane University Center Student Employee Experience program, a blended model of student employee training and development, based on assessment data from the last assessment cycle.

- During the assessment period, the LUC employed 65 student staff whom worked a combined total of 14,239 hours and 56 minutes.
- Over the course of this academic year, a review of the Lane University Center's student employment program, training endeavors, and related processes has occurred. Coupled with research regarding other institution's student union student employee training program, CAS standards, and Learning Reconsidered 2, a formal and intentional Student Employee Experience Program was developed and implemented implementation beginning with the fall 2017 semester which included a blended model of student learning. This time frame was selected based on initial instructions with regard to fiscal year vs. calendar year upon implementation of the use of Compliance Assist. This program included a Virtual Training and Orientation Program that students completed online 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.
- 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 had the opportunity to participate in training opportunities to further their success in their current position and to make themselves a competitive candidate for your future career aspirations.
- As part of the SEE Program, the Lane University Center has identified learning outcomes for all 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. Last year's assessment cycle indicated a need for expanded assessment at various points throughout the SEE program experience. As a result, a total of three assessments were conducted and benchmarked.
- As a result of delivering three assessments over the course of the assessment period, additional training opportunities were provided to area staff(s) during regularly scheduled bi-weekly student staff meetings based on the topics that student employees self-identified as areas in need of development via the assessments.

- As a result of the assessment efforts conducted during this assessment period, significant revisions are being made to the Virtual Training and Orientation components of our SEE program, based directly on the data collected during this assessment period.
- Based on the benchmark of our assessments conducted, the assessment data indicates the program is meeting its desired outcomes and should continue while also identifying areas in which improvements can be made for future assessment cycles.
- Regrettably, the development and progression of the pandemic had an impact on this action priority as well as our data collection. With the majority of the spring term occurring in a remote/virtual environment, inevitably student employment was impacted with our facility being closed and the majority of students being off campus. This resulted in statistically significant lower numbers of both hours worked and in the amount of data collected for assessment purposes.

SCI Goal 1, LUC Action Priority 2 (Professional Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- During the assessment period, a continued 41% cut to the operating budget was experienced. Even facing this budgetary challenge, we were able to provide an in-person/off-site conference experience to one professional staff member and three student employees through attending the Association of College Unions International (ACUI) Region VII conference at Ohio University in November. This, coupled with the emerging pandemic, prohibited spring travel to professional development opportunities.
- While budget issues were present, the Lane University Center was able to provide meaningful and engaging professional development opportunities to staff through online engagement, webinars, a book club, and the sharing of articles and professional development related materials electronically.
- During the telework period this spring, all LUC full-time staff completed various courses through LinkedIn Learning, which has proved to be a phenomenal professional development resource to campus.
- At various points during the assessment cycle, LUC staff were encouraged to actively participate and engage in the Association of College Unions International's (ACUI) online Communities of Practice, forums, and document exchanges.

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center (LUC) will assess patron needs and preventive maintenance requirements for the facility, with a focus on the Game Room, Lounge Areas, Fitness Center, and meeting venues.

Overall Facility, Lounge Areas, Meeting Venues:

- As also noted during the last assessment period, one highlight which was identified in our assessment efforts was the improvement made to the Overall Program Effectiveness

as measured by the 2017 ACUI/Skyfactor/Student Center Assessment. Data indicated a marked improvement to 62.2%, when compared to 2016's 59.2%. While an improvement was shown, it does indicate the need for continued work in a variety of areas to maintain or increase our Overall Program Effectiveness.

- As noted during last year's assessment cycle, the 2017 ACUI/Skyfactor/Student Center Assessment indicated a decrease in Union Cleanliness, going from 83.8% in 2016 to 79.8% in 2017. While this still ranks our operation above other institutions within our Carnegie Classification, it did indicate an area which should be improved upon moving forward. As a result of last year's assessment data, increased fiscal and human resources were devoted towards this outcome. Specifically, increased work orders were submitted for repair items and increased LUC staff time being devoted to inspecting the facility for cleanliness.
- Through partnerships with Facilities Management, the LUC was able to secure funding to replace the damaged and visually unappealing carpet in the Derezhinski Lounge (2nd Floor) and the Atkinson Room at no cost to the LUC.
- As with previous years, this assessment period also saw our operation, as many on campus, being required to do more with less. Budget reductions decreased the amount of student staffing available, increased work load decreased the professional staff availability, and in general more human resources were required to complete tasks which previously were obtained with more ease.
- During the assessment period (July 1, 2019 – June 30, 2020), the Lane University Center saw 426,320 visitors to the facility compared to an attendance last year of 710,937. This represents an increase of 59.9% decrease from last year's visitor count. There is a direct correlation between the closure of the facility in March to these decreased statistics as a result of the COVID pandemic.
- With regard to meeting venues and patron services provided, statistics show that the most heavily used item with regard to meeting venues were projectors with 584 uses compared to 1,447 uses during the last assessment period. The second most used item was laptops which were used 743 times. This compares to 897 times during the previous assessment period. The trend of declines linked to the declining enrollment, the decline in the total number of bookings, which is also directly linked to the lower number of events scheduled through the Conferences & Events office continued this year and was further exemplified by the temporary closure of the facility due to the COVID pandemic.
- In terms of meeting venue usage, this year the Lane University Center 3,099 bookings for meeting venues. This data indicates a lower number of reservations when compared to the last assessment period's count of 3,986 which can be attributed to a number of causes – as was the case with the last assessment period. Statistically speaking, had the facility not encountered a temporary closure as a result of the COVID pandemic, the total number of reservations during the assessment period was on track to exceed last years numbers. This can be attributed to increased marketing efforts regarding external clients utilizing the facility which is expanded upon in SCI Goal 4, LUC Action Priority 2 (External Funding).

Game Room:

- During the assessment period, 31,037 patrons utilized the Game Room, compared to 34,485 patrons (measured each hour) last fiscal year. When factoring in the temporary closure of the Game Room due to the COVID pandemic beginning on March 12, 2020, and lasting through the remainder of the assessment period, we can extrapolate that we were on track to exceed last year's patron utilization of the Game Room.
- With regard to the Game Room, our assessment data shows that the majority of guests in the area self-identify as first-year students (46.00%) – a marked change from last year's assessment data when 32.43% of attendees indicated this classification. The second data point of note is that 78.13% of respondents indicated they lived on campus, which is a significant increase compared to last year's reported 58.82% of respondents.
- During the previous assessment period, one area of note was the need for updating the furniture in the area. As a direct result of that assessment data, fiscal resources were reallocated to reupholster the existing soft seating in the area during this assessment period.
- As with the previous assessment period, the majority of respondents (95%) indicated they strongly agreed with the statement that enjoyed the Game Room as a source of entertainment and relaxation.
- With these data points in mind, as was the case during the last assessment period, it is important to note that the assessment data does indicate areas, while they scored high, where additional fiscal and human resources can be reallocated to further improve. These specific areas relate to expanding the services offered by adding additional equipment and new games. The area overall received a ranking at 95% of respondents marking "extremely satisfied" with the operation. Our continued favorable assessment data is now statistically tied to our reallocation of fiscal resources towards continuous improvement in our operation.

Fitness Center:

- During the assessment period, the LUC AstraZeneca Fitness Center saw 16,770 visitors, a marked decrease from the last assessment period. This can be attributed to the temporary closure of the area in March 2020 due to the COVID pandemic.
- During the assessment period, targeted one-on-one assessments were conducted with users of the AstraZeneca Fitness Center. These targeted and individualized assessments indicated an overall positive satisfaction rate with the area as well as areas in need of improvement. The one area that was consistently noted as an area of improvement was with regard to the repair of broken cardio equipment, with the vast majority of individuals reporting that they only occasionally had to wait for equipment to become available.
- Fiscal resources were once again reallocated to preventative maintenance of the cardio equipment in the area, in an effort to decrease machine downtime and to enhance and extend the life of the equipment, in direct response to the assessment data received over the evaluation period. This maintenance was completed five times over the

assessment period and will now be completed five times annually moving forward, through continued reallocation of fiscal resources to meet this endeavor.

- As with the previous assessment report, funding has still not been allocated for the operation, up-keep and repair of the area. Based on this limit on our resources, we were able to reallocate resources from other operational areas to meet the needs of this area for the current assessment period. To mitigate the impact on this resource reallocation, existing staff in other areas (Game Room, Information Desk, Reservations Office, and Building Managers) were used to supplement area staffing for cleaning and maintenance of the area. This supplemental staffing greatly increased our staffing coverage of the area to enhance the staffing provided by the 10 federal work study student employees assigned to this area. This assessment period also saw a continued expansion of the training provided for these Fitness Center Attendants (federal work study student employees) as part of the Lane University's Student Employment Experience Program. Specifically with regard to fiscal resources, reallocation of \$2,600 in funding was made for the supplies and preventative maintenance endeavors.
- During the assessment period, an attempt was made to redistribute human resources for increased attention, supervision, and maintenance of the area. Regrettably, the request for this redistribution of human resources was denied by the Division of Administration and Finance.

SCI Goal 4, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center will review and enhance the utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide increased reservations for clients as well as a one-stop-shop for both the customer and staff to improve satisfaction.

- With regard to meeting venues and patron services provided, statistics show that the most heavily used item with regard to meeting venues were projectors with 584 uses compared to 1,447 uses during the last assessment period. The second most used item was laptops which were used 743 times. This compares to 897 times during the previous assessment period. The trend of declines linked to the declining enrollment, the decline in the total number of bookings, which is also directly linked to the lower number of events scheduled through the Conferences & Events office continued this year and was further exemplified by the temporary closure of the facility due to the COVID pandemic.
- In terms of meeting venue usage, this year the Lane University Center 3,099 bookings for meeting venues. This data indicates a lower number of reservations when compared to the last assessment period's count of 3,986 which can be attributed to a number of causes – as was the case with the last assessment period. Statistically speaking, had the facility not encountered a temporary closure as a result of the COVID pandemic, the total number of reservations during the assessment period was on track to exceed last years numbers. This can be attributed to increased marketing efforts regarding external clients utilizing the facility which is expanded upon in SCI Goal 4, LUC Action Priority 2 (External Funding).

- During the this assessment period, the LUC continued with our usage of the online event and meeting room diagraming system called Social Tables. This was a fiscal relocation of \$2,000 per year to cover the yearly subscription fee. Based on the comparison of staff time spent creating each of the average 441 diagrams made per year, the LUC has realized a savings of \$6,496.31 in staff labor (hourly wages) due to the transition to this new, web-based system. This includes the costs of the yearly subscription and has allowed the relocation of human resources previously required for diagram creation towards other event services related offerings.
- This year also saw the continuation of the reallocation of fiscal resources towards this action priority through the continued subscription to 7PointOps, which transfers information from within EMS directly to our staff's iPads. The implementation of 7PointOps has resulted in the savings of approximately two (2) hours of professional staff time per week, at an estimated savings of \$2,600 per year in staff time which more than covers the cost of the annual software subscription.
- The post event assessment delivered via Campus Labs Baseline indicated the predominance of reservations were made online (60%), a 6.9% decrease from the last assessment period.
- The post event assessment also indicated that a vast majority of respondents (87.14%) believed that the LUC provided excellent service in making a reservation as well as (84.29%) strongly agreeing that excellent follow through was provided with event requests.

SCI Goal 4, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will actively pursue and identify external funding through revenue generation, granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations.

- During the 2019 – 2020 fiscal year, the Lane University Center actively engaged in pursuing external funding sources. \$89,253.27 in facility rental fees and services were billed back to customers, representing a decrease when compared to the \$55,655.45 in revenue generation from the previous assessment period. The revenue generated is used to offset personnel costs and to provide minimal support to the overall operations of the Lane University Center. This increase is a direct result of increased partnerships and advertisements for our wedding reception services and other catered events. Were it not for our outstanding partnerships with Chartwells, this value would be significantly lower. As with previous years, this number continues to decrease in terms of the revenue possibilities due to continued increases in minimum wage as well as a substantial loss of Conferences and Events being scheduled for within our facility. Due to the COVID pandemic, we experienced a significant number of canceled events which further decreased our planned revenue in this area by and estimated \$54,050.00.
- The Lane University Center also actively pursued grant funding, specifically with regard to the President's Sustainability grants. As a LEED Gold facility, the Lane University Center is known as a sustainable facility and as such, should devote resources toward

promoting this campus initiative. Over the assessment period, the Lane University Center applied for a Sustainability Grant but was, unfortunately, not awarded.

- This assessment period also saw our reliance on Federal Work Study funding continue with \$21,305 in funding being received to support the operation. This compares to \$12,000 from last fiscal year. This can be indirectly correlated to the increased advertisement for our work study positions as well as networking outside of student affairs to increase awareness of our offerings and needs.
- During the assessment period, the Lane University Center was also fortunate enough to receive a Frostburg State University Foundation Opportunity Grant in the value of \$1,746, allocated directly to support SCI Goal 1, LUC Action Priority 1 which is the Lane University Center's Student Employee Experience Program.
- Additionally, during the assessment period our Technical Services Coordinator (Colin Downey) was able to engage in cost-savings by performing many repairs in-house. When the cost of said repairs was compared to the replacement costs of the item in question, the repair cost by performing these repairs in-house resulted in a 309.4% savings compared to the replacement costs. For example, what would have been \$4,722.02 in replacement of items was repaired for \$1,461.00 for a total savings of \$3,334.08.
- Through partnerships with Facilities Management, the LUC was able to secure funding to replace the damaged and visually unappealing carpet in the Derezinski Lounge and Atkinson Room at no cost to the LUC, saving an estimated \$32,000 from our operating budget.
- While not of our own volition, a significant cost savings estimated at \$50,000 occurred due to a vacancy in our Assistant Director for Event Services Position when approval to fill this vacancy was denied. While this resulted in a fiscal savings, the human resources implications were dramatic and other areas and responsibilities severely suffered as a result of this vacancy. Duties from this position were temporarily absorbed by the Director – where possible – and other duties went uncovered. This is perhaps the most serious and dramatic impact our operation experienced this year outside of the COVID pandemic.

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?:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will review, revise, and expand the student employee training and development program, called the Lane University Center Student Employee Experience program, a blended model of student employee training and development, based on assessment data from the last assessment cycle.

- During this assessment period, fiscal and human resources were reallocated towards this action priority which was a direct result of program data gathered during the last assessment cycle.
- This action priority will continue into the upcoming fiscal year given its importance and prevalence within our department and the Lane University Center operation as a whole. This year's assessment data again 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. Assessment data collected provided us with additional avenues in which to improve the program and additional human resources will be devoted to improving the SEE Program for the upcoming assessment cycle.
- Additional human resources will be allocated towards this program during the next assessment cycle to conduct additional targeted focus groups.

SCI Goal 1, LUC Action Priority 2 (Professional Development): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- This action priority will continue into the next assessment period given its importance to the operation and the development of staff and its impact on the operations development as a whole. While fiscal resources may limit the amount of conferences attended, this is a critical component of staff development and fiscal resources will be reallocated to allow for these professional development opportunities. Exploration will be made into alternative methods of staff development, such as day long visits to other operations, networking with other Union/University Center professionals, as well as continuing to offer and provide webinar opportunities which can be delivered at no cost to the department.

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center (LUC) will assess patron needs and preventive maintenance requirements for the facility, with a focus on the Game Room, Lounge Areas, Fitness Center, and meeting venues.

- During this assessment cycle, fiscal and human resources were reallocated towards this action priority, specifically with regard to the Game Room and meeting venues, which was a direct result of assessment data gathered.
- This action priority will continue into the next assessment period. While our assessment data indicated a strong positive correlation to the actions taken as a result of this year's plan, there is always room for improvement and additional human and fiscal resources should continue to be reallocated based on the data collected into the next assessment period. While the amount of fiscal resources allocated will likely decrease due to the significant budget reduction, those resources that are allocated will be used to support needed repairs and

replacements (where possible) for those areas with the greatest need and the greatest use, as indicated by assessment data.

- Based on this year's assessment data, additional fiscal resources will be reallocated (where possible) towards this action priority. Specifically with regard to the Game Room, Lounge Areas, and meeting venues.

SCI Goal 4, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the Lane University Center will review and enhance the utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide increased reservations for clients as well as a one-stop-shop for both the customer and staff to improve satisfaction.

- The LUC's reallocation of fiscal and human resources continued this year regarding this action priority through the continued use of Social Tables room diagramming software and 7PointOps. These reallocations provided immediate and dramatic improvements in our customer satisfaction.
- While assessment data again showed strong positive results in regards to this action priority, further solidifying that the restructuring made in July 2016 to meet this action priority had a positive impact on the operation and the campus community, additional work can be done to further improve in this regard. As with previous years, fiscal resources will continue to be allocated at this year's levels for the next assessment cycle to continue the quality work that was made to meet this action priority. The need to redistribute human resources to this priority is contingent upon Administration and Finance's approval of position adjustments, which to date have been denied. Approval of the position adjustments will further leverage the ability of the Event Management System (EMS) to automate and meet the needs of our guests across campus.
- Based on the reservation source data, additional human resources will be allocated towards providing resources for the campus community to engage in this reservation source (the EMS Web App) and to improve the overall end-user experience.

SCI Goal 4, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2019 – June 30, 2020), the LUC will actively pursue and identify external funding through revenue generation, granting agencies, charitable foundations, Frostburg State University Foundation, private donations and programmatic collaborations.

- The LUC increased the human resource allocation in an effort to meet this action priority. Specifically, we saw a dramatic return on the investment of human resources through our collaborative partnerships listed in the results section and the support the LUC received as a result of this reallocation of human resources.
- This action priority will continue into the next assessment period given the fact that it is an operational best practice and that a sustained and substantial budget reduction is forecast for our department. Additional human resources will be

allocated towards this action priority, when possible, to further support our operation.

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 at the LUC portion of the briefing which occurred during the fall planning meeting. As with previous years, over the course of the assessment period (July 1, 2019 – June 30, 2020), 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 Departmental All Staff Meetings, Exempt Staff Meetings, and during student-staff meetings. The annual report containing our findings will be shared with the Vice President of Student Affairs via an electronic version of this Annual Report and the Assessment & Institutional Effectiveness Council will receive these findings through an upload of the results to Compliance Assist. Additionally, these data are utilized in performance management conversations and evaluations with professional and student staff.

Evidence, artifacts, and or back up documentation:

Attached Files

[FSUF Opportunity Grant Request.pdf](#)
[Event-Survey-2019-2020.pdf](#)
[Fitness Center Attendance.pdf](#)
[Game Room Attendance.xlsx](#)
[Game-Room-Assessment-2019-2020.pdf](#)
[LUC Attendance.pdf](#)
[Fall 2019 Training Focus Group Results.docx](#)
[Room Utilization.pdf](#)
[Sales by Resource.pdf](#)
[Tech Equipment Cost Savings FY 2020.xlsx](#)

Student Life

**SCI Student Activities & Fraternity and Sorority Life
Annual Report FY 2020**

Specify your Division/Department Goals Priorities.:

1. **SCI Goal 1: Transformative Experiences**

SCI is committed to educating and empowering students, faculty, staff, alumni and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.

2. **SCI Goal 2: Managing Facilities and Services**

SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.

3. **SCI Goal 3: Collaborative Partner**

SCI is committed to serving as a collaborative partner in the cultural, social and economic development in western Maryland and the tri-state region.

4. **SCI Goal 4: Administrative Efficiency**

SCI is committed to increasing administrative efficiency and maximizing organizational effectiveness.

Start:

7/1/2019

Providing Department:

Student Life

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 1, SAFSL Action Priority 1: Student Activities/Fraternity and Sorority Life will develop and implement a Late at Lane- Expanded program series that includes late night concerts, Bingo, and late night comedy shows for the academic year.

SCI Goal 1, SAFSL Action Priority 2: Student Activities/Fraternity and Sorority Life will develop and implement a comprehensive programming series for the 2019-2020 academic year that includes programming from the University Programming Council, Late at Lane, and the office .

SCI Goal 1, SAFSL Action Priority 3: Fraternity and Sorority Life will implement a plan for Sorority Life recruitment for 2019-2020.

SCI Goal 1, SAFSL Action Priority 4: Student Activities & Fraternity and Sorority Life will develop and implement a SOAR to Success program series with a goal of

increasing the leadership development within student organizations, fraternities and sororities through workshops during the academic year.

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

SCI Goal 1, SAFSL Action Priority 1:

- Satisfaction survey
- Collect data on number of programming and attendance at programs

SCI Goal 1, SAFSL Action Priority 2:

- Satisfaction survey
- Collect data on number of programming and attendance at programs

SCI Goal 1, SAFSL Action Priority 3:

- Complete a reflection on new members
- Numbers of recruitment events
- Collect data on number of programs offered and number of participation

SCI Goal 1, SAFSL Action Priority 4:

- Collect pre-survey information on applicants
- Collect data on number of workshops offered and number of participants
- Positions that participants obtain after series

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

SCI Goal 1, SAFSL Action Priority 1:

- Satisfaction survey
- Collect data on number of programming and attendance at programs

SCI Goal 1, SAFSL Action Priority 2:

- Satisfaction survey
- Collect data on number of programming and attendance at programs

SCI Goal 1, SAFSL Action Priority 3:

- Complete a reflection on new members
- Numbers of recruitment events
- Collect data on number of programs offered and number of participation

SCI Goal 1, SAFSL Action Priority 4:

- Collect pre-survey information on applicants
- Collect data on number of workshops offered and number of participants
- Positions that participants obtain after series

What were the results?:

SCI Goal 1, SAFSL Action Priority

1:

The office of Student Activities & Fraternity and Sorority Life wanted to place more of an emphasis on creating an additional late night programming culture that was not Late at Lane. This year's late night programming series included 1 late night bingo event that was held on the last day of class in December, 3 *On the Edge* performances in collaboration with CES, a Terror Hall late night event featuring a Haunted House and a late night concert featuring hip hop artist Megan Thee Stallion. Based on the surveys, students enjoyed the Late at Lane extended programs. The most popular event this year was the Megan Thee Stallion concert that was held in the Lane University Center Alice R. Manicur Assembly Hall (ARMAH) in the fall semester. The event consisted of hip hop artist Megan Thee Stallion and a FSU student DJ. The sold out concert had over 750 students in attendance. Students and the community were also big fans of the On the Edge event that featured performers Malamanya (outside event), Derek Brown and Cryst Matthews. In October, the team created Terror Hall which was a take over event in the Lane Center. This event featured a Haunted House. Unfortunately due to Covid-19, the late spring semester events were cancelled. Those events included an *On the Edge* performance, a late night bingo event, and a comedy night. Students want to see more concerts with an emphasis on Hip Hop. Students are also interested in different food options, and more prizes.

Collect data on number of programming and attendance at program

There were 6 programs. This year's programming total was 1 short of last year's programming total although there were 3 additional programs scheduled but they were cancelled due to Covid 19. There was a total attendance of 2,432 patrons with an average of 405 patrons per event. The highest attend Late at Lane-Expanded was 759 patrons and it was the Megan Thee Stallion concert.

SCI Goal 1, SAFSL Action Priority

2:

Based on the satisfaction surveys, students continue to rank Student Activity programs overall satisfactory. The most popular events this year included the Welcome Back BBQ, Late at Lane, Lion King trip, fall concert featuring Megan Thee Stallion, Breakfast Bingo, Probates, UPC-Themed ARMAH events, and Make and Takes. Students would like to continue to see events on a more frequent basis and events that incorporate organizations, food and prizes.

Collect data on number of programming and attendance at program

The University Programming Council had a good year of programming although programming transitioned to virtual in March 2020. This year the Council planned and implemented 44 programs which is 11 more than last year. The total attendance was 3498 patrons with an average of 79.5 patrons per event. The total is down by 219 patrons and down by an average of 33.13 students from last year. The Programming Council did accomplish 7 virtual programs during the height of the pandemic which yielded a total attendance of 37 students.

The Late at Lane production team planned and implemented 2 Late at Lane Programs which were offered in September and February, 1 Late Night Breakfast Bingo program which were offered in December, 1 late night concert, and 3 On The Edge events. One of the Breakfast Bingo programs, a late night comedy and an On the Edge event was cancelled due to Covid 19. The Late at Lane Production Team produced programs that had a total attendance of 1599 patrons with an average attendance of 799 patrons (open to student and their guests). The total attendance was smaller this year compared to last year because the Team offered less Late at Lanes and more Late at Lane Expanded . The Late at Lane Expanded program includes Breakfast Bingos, a Haunted House, concert series (Megan Thee Stallion), and On The Edge. The total attendance for all of these events was 2432 with an average of 405 students/guests each. The concert was open to the Frostburg Community. The total was lower than last year by 3 patrons but the average was higher by 101 patrons and the programs offered increased to 6. Programming in this area would have been more if the events were not cancelled due to Covid 19.

The Office which is comprised of Professional Staff and our Programming Assistants offering more co-curricular and leadership programs with an emphasis on leadership through the SOAR to Success series, etiquette dinners, 21 and up programs for older students, specialized events such as trips to see the Lion King on Broadway and the creation of our speaker series program which hosted with Martin Sensmeir . There were a total of 41 events with a total of 6215 students.

SCI Goal 1, SAFSL Action Priority 3

There are 3 NPC sororities that participate in a minimally structured recruitment process each fall term. This change was made two years ago with the rise in sophomore interest and the first year student three year trial plan. The NPC sororities that are housed at Frostburg State University are; Delta Zeta, Alpha Sigma Tau, and Alpha Sigma Alpha. This year the Office of Student Activities & Fraternity and Sorority Life continued with its recruitment trial period of first year students having a 2.7 high school gpa or higher (most were at a 3.0 or higher)

Complete a reflection on new members

Each eligible student was asked to do a reflection on how their values were match up with the sororities that they are interested in joining. Students were also ask about their observations on the whole recruitment process. Overall the students expressed a positive experience from the process.

Numbers of recruitment events

There were a total of 4 recruitment events. The first day the sororities all come together for a sisterhood night. Night two is where each sorority has a separate private event open to all interested women where they review their philanthropic goals, projects, and complete a craft to be donated to a local or national cause. Night three is an invite only event entitled Leadership Invite. At this event the sororities continue to have a private event with the selected women and discuss leadership opportunities and leadership programming initiatives by the chapters. Night Four is an invite only event entitled Scholarship Preference, where each women invited back must meet the required gpa for each chapter. They learn about scholarship opportunities, and grade requirements, and then participate in a ceremony hosted by the chapter.

Collect data on number of participation

The current sorority total is 32 (which is a slight decline from last year) but interest was sill normal with an average of 21 women completing the minimally structured recruitment period.

SCI Goal 1, SAFSL Action Priority 4:**Collect pre-survey information on applicants**

The office of Student Activities & Fraternity and Sorority Life collected information for all students interested in the SOAR to Success Series. The main questions asked were in regards to their involvements on campus, what does leadership mean, and what they hope to gain from the series. Each of the 20 students answered each question and the results yielded the following:

- Majority of the students were involved in multiple organizations
- Majority of students indicated they were ready for a leadership role
- Students indicated they wanted to learn to be either a leader or be a better leader

Collect data on number of workshops offered and number of participants

There were 20 students who participated in the SOAR to Success series program which is 3 more than last year. Each cohort of SOAR to Success had 6 workshops. This year's workshop speakers included Dr. Evan Offstein, Clarissa Lang, Dr. Michael Monahan, Dr. Diane Blankenship, and Dr. Jeff Graham. The cohort in the spring ended in March due to Covid 19 and students did not want to continue the series virtually due to multiple reasons.

Positions that participants obtain after series

Students that participated in the

SOAR to Success series averaged a grade point average of 3.38. At least 9 of the students that participated in the series will hold an executive board position for the 2020-2021 academic year. One of the students that participated will be President of their organizations.

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?:

SCI Goal 1, SAFSL Action Priority

1: The Late at Lane Production and professional staff will not be able to offer Late at Lane expanded programs in the fall semester due to Covid 19. Hopefully students will be able to see some sort of concerts and late night comedy in spring 2021. The organization will continue to find ways to keep students involved but will be hosting focus groups and doing surveys to assess student interest.

The Late at Lane Production Team as well as funding will be absorbed into the University Programming Council team and the new team will strategize on how to program during the pandemic.

SCI Goal 1, SAFSL Action Priority

2: The University Programming Council will continue its training program in fall 2020 in order to prepare the staff so that they will be able to effectively manage and create quality programs in the most professional manner. Programming will look different due to the pandemic. The goal in the 2020-2021 academic year is to increase the amount of virtual programming as well as safely try to do in-person programming. This year the programming council will continue with ARMAH themed events, Spring Fest, and more Make and Takes events. Popular programs such as movie nights, and games shows will increase as well. The organization will also continue to do an end of the year assessment with students and its members.

Both Late at Lane and the Council will be one staff and no new members will be hired for the fall semester. Resources will be directed to ensure programs are safe and we are updated on virtual programming. The team will continued to be crowd manager certified and first aid certified. The program goals for the 2020-2021 academic year is to not offer Late at Lanes due to Covid 19 and based on CDC guidelines and regulations.

Leadership Programming and additional co-curricular programming will increase.

Additional funding will be diverted to these programs but the pursuit of grants and collaborations with other areas on campus will increase as well.

SCI Goal 1, SAFSL Action Priority 3:

The office would like to see more students come out and be a part of the recruitment process. A current struggle is not being able to reach transfer students. Overall goals for all organizations is more visibility at other on campus events, and utilizing their involvement in other outside organizations to review and recruit potential new members. More visibility and access to transfer student presentations would greatly benefit the program. Continued marketing will go into the recruitment process and monitoring of the first year student involvement program.

No additional funding will be added.

SCI Goal 1, SAFSL Action Priority 4:

The focus will be to continue the series in the spring 2021 with plans to increase the amount of sessions offered by the office. The goal is to follow all students who have participated in the SOAR to Success series. The office will be allocating \$3000 to the series.

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

The plan and results from each Action Priority was conveyed to student staff in the respective area as well as to the Student Activities & Fraternity and Sorority Life staff. The management team members of the department of Student and Community Involvement were also informed of the results. Additionally, results have been shared with the Division of Student Affairs. The plan and results are being placed in the division annual report in Compliance Assist. A review will take place before the start of the academic year in order to keep plan and results fresh in the minds of the planners and implementer.

Evidence, artifacts, and or back up documentation:

Attached Files

[Megan Thee Stallion Assessment part 1.pdf](#)

[Megan Thee Stallion Assessment.pdf](#)

[individual reflections fall 2019.pdf](#)

[spring 2020 reflections.pdf](#)

[SOAR Series.pdf](#)

[SOAR to Success pre-form.pdf](#)

[Late at Lane Burg Bash.pdf](#)

[Late at Lane Mischief Manage.pptx](#)

[Breakfast Bingo Assessment Group 1.pdf](#)

[Terror Hall Assessment Group 1.pdf](#)

[Suggested Artist.xlsx](#)

[Leadership Reflection.pdf](#)

[Welcome Week Assessment.pdf](#)

Student Conduct & Community Standards

Student Conduct and Community Standards Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

1. Facilitate personal, social, and cognitive growth among students through the enforcement of the Code of Student Conduct.
2. Promote student development by engaging students with relevant, timely, and consistent interventions and sanctions that foster connection and accountability to the larger community.
3. Promote well-being and safety by engaging the campus community in thoughtful contemplation, opportunities to learn, and through opportunities to develop collaborative relationships with faculty, staff, students, and the community.

Start:

7/1/2019

Providing Department:

Student Conduct & Community Standards

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1: Consistently hold students accountable through a timely Administrative or Judicial Panel Hearing process upon receiving referrals from faculty, staff, students, or law enforcement.

1.2: Update, revise, and disseminate the Community Standards Policy Statements to students, faculty, and staff on a semi-annual basis in September and February to provide knowledge of expectations regarding student behavior on and off campus.

2.1: Provide students referred through the system with the opportunity to review information regarding violations, provide statements in their defense, bring forth witness on their behalf, and actively participate in the hearing process on a consistent basis.

2.2: Promote a system that is fundamentally fair through imposing meaningful sanctions for similar violations of policy that lead to educational outcomes throughout the academic year.

3.1: Provide at least three opportunities each semester for students, faculty, and staff engaged in the student conduct process to participate in training activities.

3.2: Provide intentional messaging to students at least three times each semester promoting student health, safety, or well-being.

3.3: Consistently collaborate via monthly meetings with designated members of the University community regarding matters of Students of Concern, Admissions Character and Conduct, Residence Life, Athletics, Greek Life, and Gender Equity.

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

1.1: Utilization of Maxient software to track referrals and judicial proceedings, including timeframe from referral to adjudication.

1.2: Email documentation of Community Standards Policy Statements dissemination.

2.1: Documentation of hearing notifications, preliminary meetings, Maxient data, and student survey data results.

2.2: Monthly and annual sanctioning audits through Maxient.

3.1: Record of training activities.

3.2: Email documentation of communications to students.

3.3: Records of campus collaborative meetings held.

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

Assessment data were gathered from the following sources:

- Maxient information management software for student conduct provides data regarding processes. These data are readily available to the Dean of Students
- Indirect source data from a post-hearing electronic survey administered via Baseline.
- Appending documentation of emails regarding action priorities as part of annual reporting.
- Training sign-in sheets to document initiatives.
- Direct source data and statistics involving initiatives.

What were the results?:

1.1: According to Maxient data, 886 referrals were entered into the system during the 2019-2020 academic year; 81 were documented as information only (non-actionable) and 478 incidents were adjudicated through 314 administrative hearings and four (4) judicial panel hearings; 68 hearings were held in absentia” students and 187 were repeat policy violators; 545 students were found “responsible” for 670 violations of University policy; 57 students were found “not responsible.” According to Maxient, the average time between report and hearing notification was 1.2 days. The average time between hearing notification and adjudication hearing was 4.7 days (must provide at least 3 day notification). Average time for disposition letters was 1.2 days.

1.2: [Community Standards Policy Statements](#) were updated during July and August 2019 under the leadership of the Dean of Students.

2.1: Students referred through the Administrative Hearing process have the opportunity to review the violation report at the onset of each hearing, prior to making statements or being asked questions regarding the potential violations; 478 students (100%) had an opportunity to “due process” during Administrative Hearings and nine (4) students (100%) attended preliminary meetings prior to judicial panel hearings and signed the Hearing Checklist (documentation retained in conduct files).

2.2: According to Maxient data, 467 students were sanctioned to 1,421 sanctions through the student conduct system; 412 students (72%) were sanctioned to online educational modules; 149 students received disciplinary reprimands; 70 students were placed on disciplinary probation; 283 students were issued a judicial fine; 13 students were placed on disciplinary suspension. According to data from our post-hearing survey, 88% of students reported having the “opportunity to be heard” during the hearing, 74% indicated they “learned something from the experience,” and 62% advised they were “satisfied with the outcome of the hearing”.

3.1: Judicial Panel members were provided three (3) training opportunities during the academic year. Normally 6 are done each academic year; however, staff shortages in Student Affairs and the closing of the campus in March limited available trainings.

- August 6, 2019 - Title IX Policy and Procedure
- October 9, 2019- Introduct to Panel (new members).
- February 19, 2019: Case updates

3.2: Four email messages were sent to students throughout the semester in collaboration with the Frostburg Community Coalition, SAFE Office, and University Police regarding campus safety, off-campus community standards, and general student well-being. Emails were sent on September, October, December, and February. Additionally, brochures were distributed in the University neighborhood via door hangers during the first week of classes on August 28, 2019.

3.3: Campus collaboration regarding student well-being and safety was executed in the following manner:

- Students of Concern Committee meetings occurred on the third Tuesday of every month during the year. These meetings included the Dean of Students, AVP for Student Affairs, Chief of University Police, General Council, a Dean's representative from CLAS, COE, and COB, Director of Counseling & Psychological Services, and a residence life representative (see Helping Students in Distress and Referral at a Glance attachments).
- Admissions Character & Conduct Committee meetings occurred on the second Monday of every month during the year. These meetings included the Dean of Students, AVP for Student Affairs, Chief of University Police, General Council, Admissions staff, and the Director of Graduate Services.
- A coordinated meeting between the Dean of Students & Community Standards and the Residence Life staff occurred every Monday of the semester at 11:00am.
- Meetings and conversations with the Assistant Director of Greek Life, Provost's Office, Athletic Director, and Athletic Staff occurred on an as-needed basis.

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 of upcoming year's plan:

Continuous assessment of our student conduct process is on-going. New patterns of behaviors often emerge in the off-campus environment that requires consideration of policy modifications each year. Specifically, the University experienced an increase in large, unruly gatherings at off-campus locations that often involved the disturbance of peace due to amplified disc jockey music. This issue will require us to review our policies for off-campus behavior as it relates to these types of disturbances. Additionally, we will seek advice from our law enforcement partners and research best-practices in the field to discern how other institutions of higher education are addressing these matters.

Also, during the 2019-2020 academic year, Student Affairs saw a continued increase in Academic Dishonesty referrals (98 referrals with four disciplinary suspensions). Based on this information, the Director has plans to outreach to Academic Departments regarding best-practices for preventing and referring these incidents. In addition, The Director engaged in a

campus committee through CUSF to examine best practices for mitigating academic dishonesty through teaching and pedagogic practices.

Resource allocation:

Human and fiscal resources were reallocated during FY 2020 due to the obstacles presented by the global pandemic. In March 2020, FSU moved instruction online and vacated the campus. This required us to pivot our service delivery to a virtual format. Specific challenges included engaging students under extreme duress and anxiety regarding the unknown, meeting the technological obstacles faced by many students as they returned home, and building confidence in student perception of our ability to deliver effective services in a virtual format. This necessity for virtual connections will continue into FY 2021 and will require our staff to be creative in how we engage students. Additionally, Student Conduct & Community Standards had to address new policy violations regarding public health concerns over COVID-related behaviors outlined in the Social Compact. This trend will also continue in FY 2021.

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

The Dean of Students provided an Annual Report for the fiscal year to the Vice President for Student Affairs. Additionally, information is shared with the AVP of Student Affairs, University Police for Clery reporting purposes, and other key constituents. Goals, challenges, and limited data are shared during two Student Affairs division meetings in August and January each year. Comprehensive conversations regarding trends and data occur each month at Frostburg Community Coalition meetings as well as semi-annual Law Enforcement Partners meetings. The Division of Student Affairs consistently collaborates with Frostburg City officials, law enforcement partners, property managers, city residents, alcohol retailers, and faculty/staff to enhance the student experience as it relates to health, safety, and well-being.

Evidence, artifacts, and or back up documentation:

Veterans Services

Veterans Services Annual Report FY 2020

Specify your Division/Department Goals Priorities.:

1.0: Promote programs and activities that demonstrate the University's educational distinction by collaborating effectively and efficiently with University stakeholders to facilitate prompt, innovative, and reasonable services for student veterans, military service members, and their dependents receiving military educational benefits.

2.0: Ensure accurate reporting to the U. S. Department of Veterans Affairs related to programs, laws, and chapters associated with certifying students for benefits as evidenced by meeting satisfactory standards from the Maryland Higher Education Commission.

3.0: Collaborating for Student-Veteran Success by promoting programs and activities that demonstrate the University's educational distinction by collaborating effectively and efficiently with University stakeholders to facilitate prompt, innovative, and reasonable services for student veterans, military service members, and their dependents receiving military educational benefits.

4.0 - Engage and empower student veterans, military service members and their dependents to acclimate to the campus community as well as the community by strengthening their commitment to their education through increased involvement in campus and community activities.

Start:

7/1/2018

Providing Department:

Veterans Services

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

1.1: The Veterans Center will facilitate integration and connections for student veterans, military service members, and their dependents receiving military educational benefits by promoting membership in the Student Veterans Organization and events sponsored by the SVA throughout the academic year.

1.2: The Veterans Center will motivate an increasing number of student-veterans to achieve academic excellence to be eligible for induction into the SALUTE National Honor Society during the academic year.

1.3: The Veterans Center will continue the peer tutoring program for student veterans & military connected students during the academic year.

2.1: The Director will actively participate in the National Association of Veterans Program Administrators during the academic year.

2.2: The Director will actively strive to be in compliance with Maryland Higher Education Commission (SAA) & government standards during and in preparation for Compliance Survey Accuracy during the academic year.

2.3: The Director will ensure compliance with section 305 of the VA Colmery Act throughout the academic year.

2.4: The Director will serve on the Maryland College Collaboration for Student Veterans Commission to network with other system schools that can help clarify legislation and reporting requirements for MHEC and the USM Chancellor's Office during the period designated.

3.1: The Director will actively engage with other student services offices on campus throughout the academic year to ensure that the services provided to the military connected students are in alignment with the Department of Defense & Department of Veterans Affairs' requirements when using Military Educational Benefits.

3.2: The Director will design a survey for the military connected students during the academic year to provide feedback about the services they receive.

4.1: The Director will facilitate programming and events that encourage participation between the community and the student veteran populations during the academic year.

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

1.1: The increase in number of members in the SVA.

1.2: The number of students being inducted into the honor society and the numbers of students that move up the tiers of membership in SALUTE.

1.3: The number of students being tutored and the number of hours tutoring is taking place.

2.1: Archive of participation in National Association of Veterans Program Administrators (NAVPA).

2.2: Certificates of completion from the required training modules for Colmery Act Section 702 compliance.

2.3: State Approving Authority Maryland Higher Education Commission (MHEC) Compliance/Recertifications required by the Department of Veterans Affairs.

2.4: Maryland College Collaboration for Veterans Services Commission Annual Report to Annapolis.

3.1: Numbers of students that self-Identified (veterans that were attending FSU but not recognized by Veterans Services)

3.2: Student Customer Service Survey Results (Survey Monkey).

4.1: Community Service hours performed, number of events, and number of students that participated.

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

1.0: Number of membership SVA, SALUTE Inductions, and Peer Tutoring sign-ins/VA paperwork for tutoring requests.

2.0: Department of Veterans Affairs Reporting (VAONCE)

3.0: Survey results and VA certifications made after the start date of the term(s).

4.0: Number of students participating & number of Community Service Hours

What were the results?:

1.1: The membership in the SVA grew 19% from 2018-2019 to 2019-2020. Participation in events was higher as well, despite the challenges of COVID-19 and Social Distancing. Meetings were held monthly online through Microsoft Teams or Zoom. Prior to COVID-19, the SVA

organized fundraisers for the group that included Taco Tuesday. The group is truly beginning to gain traction.

1.2: 7 Students were inducted into the SALUTE National Honor Society in the Fall 2019 term. Due to COVID-19 and the student not returning for the spring 2020 term, the SALUTE ceremony was postponed and was held off campus in the Fall 2020 term. There were 10 students eligible to be inducted in the spring of 2020. The total number of students that have been inducted since spring 2015 is 91.

1.3: There was a total of 15 students that attended/requested one on one tutoring in the Veterans Center during the 2019-2020 academic year. 7 tutors (3 alumni - 3 current students - 1 staff) tutored in the following subjects: Economics, English, Financial Accounting, Managerial Accounting, Math (College Algebra, Developmental Math, Calculus), and Spanish for a total of 427 hours of tutoring in the Veterans Center. The hours that were volunteered were not tracked this year but will be in the future.

2.1: The Director was elected as an executive Board Member for the National Association of Veterans Program Administrators and attended meetings with the US Senate and House of Representatives to discuss legislative changes that could adversely impact our student veterans. A copy of the legislative talking points has been attached to this report for review. This enabled FSU to have input regarding legislation before submitted to congress for a vote. The Director continues to advocate on behalf of our student veterans and military connected students.

2.2: The Director attended required training by the Choice Act or Public Law Section 305 of the Harry W. Colmery Veterans Educational Assistance Act of 2017, also known as the "Colmery Act," requires the Department of Veterans Affairs (VA), in consultation with the State Approving Agencies (SAAs), to develop and administer required training for School Certifying Officials (SCOs). The total number of hours of training included the mandatory 5 hours of mandatory training as well as 20 hours of additional training through participation in the NAVPA, the Maryland College Collaboration for Veterans Services Commission, GoArmyEd, VA Quarterly Updates, and the Western Maryland Coalition for Veterans.

2.3: Recertifications completed in the time required by the Department of Veterans Affairs (VA) to be in compliance with the failed legislation from Fall 2018 - Fall 2019. The VA system was not in compliance with Federal Legislation (Colmery Act) to roll over certifications of students that attended alternative locations. This required recertifications back dated from the Fall 2018 term until present (Fall 2019) by the deadline established by legislation. All of the recertifications were completed by the deadline (December 31, 2019). Approximately 15 FSU students attended alternative locations which entitled them to higher BAH rates than provided by FSU) Each term that was previously certified at the home school location (FSU Facility Code 11100120 to the locations attended) were terminated then recertified according to the legislative guidelines. Back pay was issued to the affected students by the VA.

2.4: During the 2019-2020 Academic Year, the director of veterans services was elected as chairperson of the Governor's Commission for Veterans Services in Higher Education and quarterly meeting were held to discuss legislative changes within the state of Maryland and the Commission worked with the Maryland Higher Education Commission and the University of Maryland to ensure the institutions of higher education were in alignment with state and federal

legislative updates. The Commission worked closely with the Maryland Department of Veterans Affairs, and the secretary to issue an annual report to the state legislators on updates and compliance. Annual report to Congress is attached.

3.1: During the 2019-2020 Academic Year, a total of 24 students self identified after the start of the term. There was some confusion on how to get their military educational benefits, which will be part of our continuous improvement process.

3.2: During the 2019-2020 Academic Year, a Customer Service Survey was designed and disseminated to the military connect students at FSU. The link to the survey was emailed out to all military connected students served by the FSU Veterans Services Office. Input that was received on how to better serve this population of students was: 1. Book & Supplies assistance for individuals that do not have any benefits/entitlement remaining. This primarily includes veterans that were discharged prior to 2009. Since our student population has a medium age of 25-34, and a number of veterans being within the age range of 35-44, their delimiting date to use their benefits has passed therefore eliminating their entitlement to the benefits; 2. Provide additional state Tuition Assistance. Currently FSU provides a Tuition Waiver for only Maryland National Guard Members, not Army Reservists which face the same sacrifice & service as our National Guard Members; 3. Counseling Services focused on PTSD & TBI; 4. Enrollment & Registration Services and academic advising; 5. Applying for and Education on Military Educational Benefits.

4.1: During the 2019-2020 Academic Year, a total of 45 students participated in 864 hours of community service. The events included Toys for Tots, Veteran's Day, Back to School Fairs, and due to COVID 19 in the spring 2020 term, mask making. The Student Veterans of America (SVA) completed 360 hours for Toys for Tots, collecting and delivering toys to the children in Allegany County, they completed 45 hours in the service of cards, letters and presenting at the elementary schools on Veteran's Day, and when COVID hit, they made and donated over 1,400 masks to the following organizations: Washington Children's Hospital, Charlotte Home for Veterans, Allegany Nursing homes & assisted living facilities, hospice in both Allegany & Garrett Counties, Friends Assist, and many other non-profit organizations that requested them. In addition, the SVA was contacted by Western Medical to provide masks for visitors. Due to supply chain shortages, the SVA was approached by other organizations to help fill the demand for masks to include the Vietnam Veterans of America, The Marine Corps League, the American Legion, the Veterans of Foreign Wars and other service connected organizations. The SVA also stepped up and planned fund raisers such as Taco Tuesday to raise money for future event planning.

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. The focus for the upcoming year will be to concentrate on community service. This student group becomes more engaged during times of conflict and are ready to serve their community. The FSU SVA & Veterans Services Office will continue to serve the Frostburg Community during the pandemic.
2. The resources that were utilized this academic year were a combination of budget allocations from the division of Student Affairs and donations made to the Veterans Center by donors/alumni. The budget allocation for the 2020-2021 academic was not affected and remained the same which will enable the Center to operate without the added worry of resources to serve the students and allow the SVA through funding from the FSU Foundation to address needs and serve the community. The generous budget allocation allowed the FSU Veterans Center to remain open and COVID compliant to serve the student population through the purchase of furniture that was able to be disinfected, cleaned and sanitized so that the Center could remain open and operational. FSU was one of the only Centers in the USM System that did not switch to a Virtual meeting space for students. The Veterans Services Office will continue to stay student service focused and remain in compliance with COVID-19 and Social Distancing Guidelines set forth by the Federal, State & CDC Guidelines.

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

The Veterans Center provided an Annual Report to the Vice President of Student Affairs. Additionally, plans, goals, and challenges are presented to the Division of Student Affairs each year in August and January, as well as discussed, assessed, and evaluated during monthly supervisory meetings with the Senior Associate Vice President of Student Affairs and bi-weekly Student Affairs Directors meetings. As we collect data on initiatives, these data are used in present time to inform practices, strategies, and plans for the future. The Director of the Veterans Center is intentional about serving on the Maryland College Collaboration for Veterans Services Commission as well as the National Association for Veterans Program Administrators Board of Directors. These connections are important in staying connected to best-practices with military-connected students. Additionally, the Student Veterans Association meets monthly to review progress toward the goals and priorities of the Center. The Veterans Center also has 5 VA funded work study students that meet weekly to assess the services provided by the Veterans Services Office and the Veterans Center.

Evidence, artifacts, and or back up documentation:

Attached Files

[2020 MCCSVC Year End Report.pdf](#)

[NAVPA Legislative Talking Points Feb2020.pdf](#)

[SALUTE Program Fall 2019.pdf](#)

Alumni Programs

Alumni Programs FY 20

Specify your Division/Department Goals Priorities.:

University Advancement Goals for FY 20:

- 1 Raise \$3.4 million in total fundraising.
- 2 Continue preparations to publicly launch a comprehensive campaign in the fall of 2020.
- 3 Develop fundraising plans for individual departments.
- 4 Develop a donor relations/stewardship plan.
- 5 Enhance alumni engagement.
- 6 Promote FSU's successes and needs.

Start:

7/1/2019

Providing Department:

Alumni Programs

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

Continue to develop creative content and campaigns to engage alumni on social media outlets.

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

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

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

- o # of alumni contacted to help
- o # of alumni who help
- o # of volunteer trainings
- o # who attended

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

- o # of campus partners reached out to
- o # of alumni who help
- o # of businesses/companies represented
- o # of students who attend

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

- o # of events
- o # attending
- o positive or negative feedback
- o # of Facebook impressions
- o # of alumni engaged as event ambassadors

Continue to develop creative content and campaigns to engage alumni on social media outlets.

- o # of social media followers
- o # of new initiatives launched
- o % engaged

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

- o # of campus partners reached out to
- o # of opportunities
- o # of volunteers
- o # at training

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

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

- o This did not come to fruition, so there was no assessment.
- o Shannon and Brooke met with Wray Blair and Arlene Cash (separately) in August 2019 to

discuss ways to get involved. Due to staff turnover in Admissions and lack of follow up, there has been no movement forward.

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

- o The results were assessed by the number of events hosted, number of alumni attending and the number of students attending.

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

- o Results were assessed by the number of attendees.

Continue to develop creative content and campaigns to engage alumni on social media outlets.

- o Results are assessed by the number of posts/campaigns posted, the number of followers, and the number of likes/shares.

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

- o The results were assessed by the number of opportunities and the number of alumni engaged.

What were the results?:

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

- o There were no results to assess.

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

- o # of campus partners reached out to – We reach out to the entire campus two times per year and host a Campus Partners Breakfast/Luncheon educating them on how we can help, why we want to, etc.

- o # of alumni who help – 15+

- o # of businesses/companies represented – 15+

- o # of students who attend – 80+

- o Below is a list of events that either happened or were planned and canceled because of COVID-19.

- ♣ Career Summit – October 25, 2019
- ♣ Sloop Institute for Excellence in Leadership – March 7, 2020
- ♣ Career Development Day – April 17, 2020 (CANCELLED due to COVID-19)
- ♣ Network@Nite (COB) – April 22, 2020 (CANCELLED due to COVID-19)
- ♣ Exploring Careers in Health Sciences (Alumni Panel) – May 1, 2020 (CANCELLED due to COVID-19)

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

- o # of events – 2 (1 was CANCELLED due to COVID-19)
- o # attending – Crab Feast was SOLD OUT at 150 guests.
- o positive or negative feedback – VERY positive feedback!
- o # of alumni engaged as event ambassadors – Numerous board members.

Continue to develop creative content and campaigns to engage alumni on social media outlets.

- o # of social media followers increased
 - ♣ Facebook (July 1, 2019 – 6,264, June 30, 2020 – 6,552)
 - ♣ Twitter (July 1, 2019 – 1,595, June 30, 2020 – 1,581)
 - ♣ Instagram (July 1, 2019 – 1,713, June 30, 2020 – 2,042)
- o # of new initiatives launched
 - ♣ Wallpaper Wednesday
 - ♣ Then & Now (Throwbacks of Campus)
 - ♣ 12 Days of Giving
 - ♣ College Besties
 - ♣ Thank You Post (Gladys Faherty gift to Music Dept.)
 - ♣ Alumni Spotlight
 - ♣ SAA Takeover
 - ♣ SAA Senior Spotlights
 - ♣ Hall of Fame Friday
 - ♣ Sharing of FSU Employee of the Month
 - ♣ LIVE Events – Men's Soccer Locker Room Ribbon Cutting, Bobcat Statue Dedication, Catherine Gira Memorial
 - ♣ Trivia Tuesday
 - ♣ Using the 'odd' national holidays (National Donut Day, National Best Friend Day, etc.) to engage alumni.
- o % engaged
 - ♣ Facebook: 43,000 engagements
 - ♣ Instagram: 11,000 engagements
 - ♣ Twitter: 2,100 engagements
 - ♣ See attached files for more information

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

- o # of campus partners reached out to - We reach out to the entire campus two times per year and host a Campus Partners Breakfast/Luncheon educating them on how we can help, why we want to, etc.
- o # of opportunities – 5
 - ♣ Foundation Board of Directors
 - ♣ Alumni Association of Directors
 - ♣ College of Business Advisory Board
 - ♣ Career Summit

- ♣ Sloop Institute for Excellence in Leadership
- o # of volunteers – approximately 100
- o # at training – no training scheduled. This metric was to be specifically for admissions volunteers but our efforts with them have not progressed forward.

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?:

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

- o This will not be part of plans for the upcoming year.

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

- o This will continue to be a goal year after year because it is extremely important for us to keep our alumni engaged, allow them to network with our students and provide them with personal/professional advice, and it shows our students where an FSU education can get them.
- o No resources were reallocated or redistributed based upon the results.

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

- o This will always remain a focus of our office as they are areas of high concentration of our alumni. However, due to COVID-19, our focus will have to shift primarily to virtual events versus in person events and these may or may not be focused on geographic location.
- o No resources were reallocated or redistributed based upon the results.

Continue to develop creative content and campaigns to engage alumni on social media outlets.

- o This goal will always be relevant to our office as we rely more and more on social media to communicate with our constituents and share information.
- o No resources were reallocated or redistributed based upon the results.

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

- o We will continue to make alumni/donors/others engagement a priority.
- o No resources were reallocated or redistributed based upon the results.

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

Work with Office of Admissions to provide opportunities for alumni to assist with recruitment.

- o There were no results to convey.

Collaborate with campus partners to provide alumni opportunities to work with students for leadership and career development.

- o Staff Meetings and Alumni/Donor Engagement Meetings

Schedule an annual event in Washington D.C., Baltimore, Hagerstown/Frederick, and Allegany/Garrett County. In addition, research high population areas or areas of interest to the campaign for additional events.

- o Staff Meetings and Alumni/Donor Engagement Meetings

Continue to develop creative content and campaigns to engage alumni on social media outlets.

- o Staff Meetings and Alumni/Donor Engagement Meetings

Provide alumni with meaningful volunteer opportunities to strengthen their relationship with FSU.

- o Staff Meetings and Alumni/Donor Engagement Meetings

Evidence, artifacts, and or back up documentation:

Attached Files

[Facebook7.1.19to6.30.20.pdf](#)

[Insta7.1.19to6.30.20.pdf](#)

[Twitter7.1.19to6.30.20.pdf](#)

FSU Foundation

FSU Foundation FY 20

Specify your Division/Department Goals Priorities.:

University Advancement Goals for FY 20:

- 1 Raise \$3.4 million in total fundraising.
- 2 Continue preparations to publicly launch a comprehensive campaign in the fall of 2020.
- 3 Develop fundraising plans for individual departments.
- 4 Develop a donor relations/stewardship plan.
- 5 Enhance alumni engagement.
- 6 Promote FSU's successes and needs.

Start:

7/1/2019

Providing Department:

FSU Foundation

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Work with the Office of University Advancement to support, encourage, and develop programs in support of any and all departments and activities of FSU and the FSU Foundation Board of Directors.

To effectively steward contributions and other income by ensuring proper investment and expenditures in support of any and all services in aid of the activities and objectives of FSU.

Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

Provide timely and accurate reporting for a variety of purposes.

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

Work with the Office of University Advancement to support, encourage, and develop programs in support of any and all departments and activities of FSU and the FSU Foundation Board of Directors.

- o # of applications for the FSUF Opportunity Grants
- o # of projects funded through the FSUF Opportunity Grants
- o \$ used to fund the FSUF Opportunity Grants

To effectively steward contributions and other income by ensuring proper investment and expenditures in support of any and all services in aid of the activities and objectives of FSU.

- o % and amount of money spent from endowed sources
- o # of problem endowed funds
- o Amount spent on scholarships (pass-through and endowed)

Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

- o The result of the internal and external audits.

Provide timely and accurate reporting for a variety of purposes.

- o # of donors to endowed and pass-through stewardship mailings
- o Amount of money received from endowed and pass-through stewardship mailings.

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

Work with the Office of University Advancement to support, encourage, and develop programs in support of any and all departments and activities of FSU and the FSU Foundation Board of Directors.

- o Analysis of the FSUF Opportunity Grants and comparing to prior year data.

To effectively steward contributions and other income by ensuring proper investment and expenditures in support of any and all services in aid of the activities and objectives of FSU.

- o The results were assessed by reviewing the data associated with the metrics listed above.

Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

- o The results will be assessed by reviewing the auditor's report and opinion.

Provide timely and accurate reporting for a variety of purposes.

- o The results were assessed by reviewing the data associated with the metrics listed above.

What were the results?:

Work with the Office of University Advancement to support, encourage, and develop programs in support of any and all departments and activities of FSU and the FSU Foundation Board of Directors.

Description	Requested in FY'20	Requested in FY'19	Requested in FY'18
# of On-Time Applications	69	73	60
Total \$ of On-Time Applications	\$346,136.05	\$382,289.18	\$210,439.38
# of On-Time (at least partially) funded	38	49	36
Total \$ of On-Time funded	\$91,790.43	\$128,358.11	\$92,471.77
# of late requests	19	12	16
Total \$ of late requests	\$43,280.07	\$66,065.70	\$34,024.77

# of late (at least partially) funded	7	9	12
Total \$ of late funded	\$7,915.75	\$5,715	\$12,929.81

To effectively steward contributions and other income by ensuring proper investment and expenditures in support of any and all services in aid of the activities and objectives of FSU.

Description	FY'20	FY'19	FY'18
Amount Spent	\$796,236.34	\$760,104.22	\$587,625.16
% of Spending Allocation Spent (excluding Quasi Endowments)	93.54%	96.71%	95.28%
Number of Problem Funds	12	7	9
Percentage of Scholarship Allocation Spent	95.1%	99.7%	98.9%
Amount Spent on Scholarships	\$935,660	\$923,521	\$822,141

o While the percentage spent from endowments decreased, we actually spent 4.75 percent more money.

§ Due to COVID, our office worked very hard to reach out to departmental endowments to see if they needed an extension on the typical December 31st deadline to request to carry over their funds into the next fiscal year. We explained that carry over could only happen if they would have a special need for more than just the typical annual spending amount. We did have 19 funds for a total of \$41,845.97 that were approved to carry into FY'21 spending.

o Problem funds were defined as the endowment spending not even totaling half of what was available.

§ Six scholarships funds were not awarded this year. The Joynt Memorial Scholarship is the only one of these that is a continual problem due to the restrictive criteria. A couple of the funds were for new scholarships, so hopefully the departments can help us advertise and get donors in the upcoming year.

§ The National Residence Hall Honorary didn't spend any this year, but they did reenact the program this year, so awards should be able to be made next fiscal year.

§ COVID caused issues in the rest of the funds as the funds would have been spent in the Spring, but events, conferences, etc. were cancelled. Five funds listed as problems this year that are for departmental spending simply didn't need more than the annual amount for the upcoming year, so we actually have the same number of problem funds this year as last, which considering we are always adding new funds this is actually a good trend.

o We spent 1.31 percent more in scholarship funds despite our percentage awarded decreasing.

§ Some spring and all summer Study Abroad programs being cancelled. Over \$11,000 more could have been spent.

§ We elected not to re-award money for the Allegany County Opportunity Scholarship totaling

another \$11,620 because there was initially a fear that the Commissioners were going to discontinue the program and then even after they decided they were not going to we realized with the Casino closed we would receive less funding anyway, so we elected to carry that over into the next year.

Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

- o We received a clean opinion on both Audits. See Attached documents.

Provide timely and accurate reporting for a variety of purposes.

	FY'20 Amount	FY'20 # of Donors	FY'19 Amount	FY'19 # of Donors
Endowed	\$72,603	44	\$77,951	50
Pass-Through	\$3,000	7	\$6,000	8
Total	\$75,603	51	\$83,951	58

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?:

Work with the Office of University Advancement to support, encourage, and develop programs in support of any and all departments and activities of FSU and the FSU Foundation Board of Directors.

COVID posed some additional challenges this year.

- o The applications were due prior to the shift to on-line learning, so for all those projects that were ranked high additional follow up was needed to figure out what changes may take place with the project and how that would affect what the funding request was.
- o Many FY'19 awards that were to take place in the spring got canceled, so additional follow up was needed to see if funds could be carried over into the next year to still allow the project to happen and if it for a recurring event how that would affect their incoming request.
- o The Board voted to allocate a total of \$35,548.56 to the Emergency Scholarship fund and the Student Affairs Crisis Emergency fund instead of to fund additional Opportunity Grants.
- o For the upcoming year we do not feel we need to change the process, as we hope that for FY'22 funding COVID will no longer be an issue, however, we will require extra staff time for processing all of the expenditures and final reports due to the large number of funds that were given permission to carry over their funding from FY'20 to FY'21.

To effectively steward contributions and other income by ensuring proper investment and expenditures in support of any and all services in aid of the activities and objectives of FSU.

- o We always strive to have clear communication between the Financial Aid Office and our

office to ensure that we can award as much as possible. Occasionally we have been able to work with donors to open up the criteria to have a larger pool of candidates.

- o We consistently follow up with fund representatives to ensure that they are aware of the spending criteria for their non-scholarship endowments well in advance so that they can plan to make appropriate expenditures. We e-mail quarterly reports and follow up with those who haven't spent during the fourth quarter as many times as it takes.
- o For the upcoming year we anticipate that there will be challenges with getting Scholarship awarded in a timely manner due to the Department Scholarship ranking time hitting right when COVID hit and those on the Institutional Scholarship Committee members declining to serve for the same reason. We anticipate more staff time being needed at the Foundation as well to process additional expenditures due to all the carry over spending from FY'20 to FY'21 for non-scholarship endowments and when communicating to the donors about the carry over decision.

Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

- o We continue to strive to be accurate in all of our entries and to make sure that we have all required documentation on a day to day basis so that we will continue to have good results.
- o We do not anticipate any changes needing to be made, but we do have to continually budget for the cost of the Audit increasing each year.

Provide timely and accurate reporting for a variety of purposes.

- o Although we decreased in both amount and number of donors, we still raised a substantial amount of money by simply communicating accurate information about the donor's funds.
- o The decrease is likely because we didn't have any underwater funds to report for our FY'20 letter and we have more of our endowed and pass-through fund donors entering into multi-year pledges during the silent phase of the campaign.
- o In addition, we know of some pass-through funds that are not going to be continued, at least for the time being, due to financial problems for the donors due to COVID.
- o For the upcoming year we do not anticipate changing the process, we just have to be sensitive to the fact that donors' personal financial situations may have changed and those who have given before may not be able to.

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

For all:

- o This information was shared at the departmental staff meeting.

Evidence, artifacts, and or back up documentation:

Attached Files

[FSUF Audit Statement.pdf](#)

Radio Station WFWM

WFWM FY 20

Specify your Division/Department Goals Priorities.:

University Advancement Goals for FY 20:

- 1 Raise \$3.4 million in total fundraising.
- 2 Continue preparations to publicly launch a comprehensive campaign in the fall of 2020.
- 3 Develop fundraising plans for individual departments.
- 4 Develop a donor relations/stewardship plan.
- 5 Enhance alumni engagement.
- 6 Promote FSU's successes and needs.

Start:

7/1/2019

Providing Department:

Radio Station WFWM

End:

6/30/2020

Specify your Division/Department Actions Priorities/Plans.:

Complete license renewal process with the FCC.

Raise \$60,000 in listenership/local business support.

Create a regular radio segment spotlighting successful local alumni.

Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

Continue to pursue ways to increase community involvement at WFWM.

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

Complete license renewal process with the FCC.

- o # of prefiling messages aired
- o # of postfiling messages aired
- o date of filing of application

Raise \$60,000 in listenership/local business support.

- o # of donors
- o # of new donors
- o # of underwriters
- o \$ from each source: fund drive, mailings, crowdfunding, grants

Create a regular radio segment spotlighting successful local alumni.

- o # identified
- o # who agreed
- o # recorded
- o # aired

Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

- o outline of needs

Continue to pursue ways to increase community involvement at WFWM.

- o # identified
- o # involved

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

Complete license renewal process with the FCC.

- o Count of prefiling messages aired
- o Count of postfiling messages aired
- o Filing of application

Raise \$60,000 in listenership/local business support.

- o Receiving counts of this data from Advancement Services

Create a regular radio segment spotlighting successful local alumni.

- o Review of compiled statistics and efforts.

Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

- o Addressed the questions:
 - ♣ Could existing equipment/furniture be used to limit the need to purchase new items?
 - ♣ What new equipment would need to be purchased?

Continue to pursue ways to increase community involvement at WFWM.

- o The amount of involvement from community organizations and, in particular, local non-profits.
- o The amount of campus outreach to the local community on the air.

What were the results?:

Complete license renewal process with the FCC.

- o WFWM Public Radio was granted a renewal of its broadcast license by the FCC.
- o The required total of four prefiling messages were aired in accordance with the broadcast schedule set by the Federal Communications Commission.
- o The required total of six postfiling messages were aired in accordance with the broadcast schedule set by the Federal Communications Commission.
- o WFWM Public Radio coordinated with the legal counsel of Lerman Senter throughout the license application process.
- o The license application was filed with the FCC by Lerman Senter by the required date.
- o The required self-inspections were performed by the station's Chief Operating Officer and the Chief Engineer.

Raise \$60,000 in listenership/local business support.

- o In FY20, WFWM received funding from a total of 361 donors. That total is down from 401 donors in FY19.
- o The total number of new donors rose from 54 in FY19 to 59 in FY20.
- o The number of underwriters held steady at 12 in FY20, but the amount received from underwriters increased from \$12,000 in FY19 to \$13,750 in FY20.
- o WFWM Public Radio conducted two fund drives during FY20, including its first major crowd sourcing effort. The Fall fund drive, which was largely a crowd-sourcing event successfully surpassed its goal of raising \$12,000 to place a generator at the station's transmitter site. Our Spring fund drive did not meet its \$15,000 goal, in large part as a result of it taking place as the pandemic shutdown was occurring. In FY20, WFWM Public Radio did get 41 new crowd source donors.

Create a regular radio segment spotlighting successful local alumni.

- o WFWM and Alumni Programs identified fourteen potential local alumni to be interviewed for the segment.
- o A basic set of questions for the segment was developed.
- o How many alumni were contacted as potential subjects? None.
- o How many interviews were conducted? None.
- o The proposed segments did not come to fruition. This project was to be a collaborative one with Alumni & Donor Relations. WFWM and Alumni Programs worked together to develop a list of successful local alumni to interview and a basic set of questions was created to ask our guests. When it came to scheduling guests, it was proved to be very time consuming. It was mutually decided that too much time and resources were needed to produce this segment to ensure regularity and quality. The advent of the Covid-19 outbreak also made this project nearly impossible.

Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

- o A new, functioning studio lab was created for teaching students about radio operations in a real world environment.

- o The following questions were answered to facilitate its creation:

- ♣ Could existing equipment/furniture be used to limit the need to purchase new items? Some existing equipment/furniture from the former recording studio was reallocated to the new studio. This included microphones, computers, furniture, chairs, CD players, a white board and a flat screen television.

- ♣ What new equipment would need to be purchased? A new broadcast console and a camera were purchased.

Continue to pursue ways to increase community involvement at WFWM.

- o The following organizations began to be featured monthly on WFWM: Allegany Co. Public Schools, Allegany Co. Library System, Ruth Enlow Library and Frostburg State University.

- o The FSU Office of the President, which is normally featured monthly, has been featured bi-weekly since the start of the Covid-19 outbreak.

- o This spring, WFWM began working with the Greater Cumberland Committee on a bi-weekly podcast with the first episode recorded just before the Covid-19 outbreak.

- o From September 2019 to April 2020, our on-air community calendars have featured a total of 540 messages from 326 local non-profit, community, educational and government organizations. Those messages were read on-air a total of 3,537 times.

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?:

Complete license renewal process with the FCC.

- o As a result of successful completion of the license renewal process, WFWM Public Radio continues its broadcast operations. There were some legal expenses incurred during the process and a considerable amount of man hours were spent. There is no need for resources to be allocated to this project in the upcoming year.

Raise \$60,000 in listenership/local business support.

- o WFWM will have to adjust its FY21 budget to reflect the loss in fundraising. In FY21, it will be imperative that WFWM put every available effort into increasing its fundraising efforts. Crowd sourcing and underwriting efforts will be an important focus in the FY21.

Create a regular radio segment spotlighting successful local alumni.

- o The idea of a radio segment highlighting local alumni has been deemed a worthwhile project and will be revisited in FY21. However, staff changes and the pandemic crisis will have a big impact on determining whether this project can be viable.

Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

- o The MCOM 100 – Radio Workshop class has been taught in the new studio lab.

Continue to pursue ways to increase community involvement at WFWM.

- o WFWM has seen increased involvement from community organizations and individuals. In the coming year, we will continue to seek and provide additional opportunities for community involvement. A portion of one employee's workload was shifted from other duties to increase the number of our on-air community calendars.

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

Complete license renewal process with the FCC.

- o The plan and its result were conveyed to the department through one-on-one meetings with department leadership and through full department meetings.

Raise \$60,000 in listenership/local business support.

- o The plan and its result were conveyed to the department through one-on-one meetings with department leadership and through full department meetings.

Create a regular radio segment spotlighting successful local alumni.

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Continue conversion of the former recording studio into a radio studio lab to be used for experiential learning in radio operations.

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Continue to pursue ways to increase community involvement at WFWM.

- o The plan and its result were conveyed to the department through one-on-one meetings with department leadership and through full department meetings.

Evidence, artifacts, and or back up documentation:

Attached Files

[Campaign Progress Report FY20 Final.pdf](#)