

Programs Advancing Student Success

2020-2021 PASS Annual Department 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:

7/1/2020

Providing Department:

Programs Advancing Student Success

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1. Targeted Outreach to different high-risk student populations

1.1 Deliver learning strategies presentations to all First-Year student Orientation classes by November 2020. To deliver different academic skills presentations to different student organizations/classes throughout the 2020-2021 academic year.

1.2 Have a targeted 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 throughout the 2020-2021 academic year.

1.3 Hold workshops to help students to overcome and understand different concepts such as GRIT, mindset, procrastination, time management, anxiety, stress management, study strategies, notetaking, textbook strategies, etc. for the 2020-2021 academic year.

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 the 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 the calendar for quick access to the PASS Office to get a prompt response to academic needs. Targeted emails to students reiterating services offered throughout the academic year.

3. Encourage, support, and aid Academic Probation (AP)/Academic Warning (AW) students

3.1. Conduct the Academic Success Workshop by the beginning of each semester. Focusing on heavy explanation about academic and financial policies that target different levels of probation.

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 During the summer, a presentation was given during Orientation advisor training was presented. In the fall semester, attendance was taken at all class presentations. Email documentation is also sent to remind the Orie 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 faculty and staff, & emails were sent to students, faculty, staff, and athletes in both the fall and spring semesters. Attendance was taken at all presentations throughout the year.

2. Academic Success through academic support services

2.1 A 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. Breakdown on MTW's and targeted outreach is done during the fall and spring semesters. 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 at the end of each semester.

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 ASN Offices to capture referrals for first year students throughout the academic year.

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

See above.

What were the results?:

1. Targeted Outreach to different high-risk student populations

1.1 A total of 158 (25%) out of 632 first-year students attended the learning strategies presentation. This is a 30% decrease from the 2019-2020 academic year. A total of 25 students attended other academic skills presentations that were given in the academic year. The number is not the standard number of students that attend orientation presentations or workshops. COVID significantly reduced the type of presentations given, along with online fatigue.

1.2 Due to the limited staff in the PASS Office and the number of students being referred to the PASS Office, a total of 346 students were seen in the PASS Office. This number is again significantly down due to COVID and the lack of human resources. Data is being held on the Outlook calendar in the PASS Office. Due to staff shortage in both PASS and CAAR, TutorTrac was not used. Out of the 346 students, over 50% were students that fall in the high-risk category.

No, the follow-up to student success was able to be calculated due to the shortages and reallocation of resources.

1.3 The PASS Office continued to do different presentations to academically engage students throughout the academic year. The number of presentations dropped below 5 due to stretched human resources, online fatigue of students, the weariness of in-person presentations and the hybrid model of learning,

2. Academic Success through Academic Support Services

2.1 The Outlook booking was used 168 times (49%) out of 346 appointments. Most students 178 (51%) came by, emailed, or Teams called the PASS Office to do drop-in sessions. (Some appointments were repeat students, but less than 10%). The data analysis is not available through Book.me or Bitly (the Outlook booking shortcut) due to the need for 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 is usually kept of students who visited the PASS Office. There is no clear data, as it is incomplete with the number of increases from students. A clearer number cannot be made due to COVID and staff shortages. The PALS program was reinstated by the Interim Provost, and those students did see a significant bump in GPA, but the data points are too small to cross-reference with those who chose not to seek out services.

2.3 Approximately 6 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 email from the PASS Office. 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 the 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 used. The attendance for the Spring Academic Success Workshop was about 65%; which is comparable to past years. We had a gain in the Fall with a 76% attendance. Moving the presentation to an online format allowed for more students to be available and comfortable with asking questions.

3.2 We had a 25% completion rate with students completing the academic strategy on PAWS. This is well below expectations of past years. The online presentation prevented students from doing their academic strategy in person and the lost touchpoint can be seen in the change of overall students removed from probation.

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 30 students. In the spring we held 4 check-in meetings and a total of 15 students showed. Due to COVID, many probation students stopped attending appointments and check-ins until the very end of the semester.

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. Targeted outreach to different high-risk student populations

1.1 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 with the exception of a Program Management Specialist in helping returning students in need.

1.2 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.

1.3 There will be many person-hours dedicated to different presentation series to ensure their success. Thus, limiting the touchpoints of targeted outreaches.

2. Assist students in achieving academic success through academic support services.

2.1 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 were offered.

2.2 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.

2.3 No resources were redistributed or allocated to this action item. The PASS Office has moved over to the Outlook Booking app to better capture appointments made by probation students.

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

3.1 Little to no resources were redistributed or allocated to this action item. The probation program has since moved the CAAR Office, and they will continue outreach.

3.2 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.

3.3 Heavy human resources are allocated to this to this action item. 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 Interim Associate Provost and Provost. 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 Interim Associate Provost
- Emails within the ASN Department
- Monthly ASN Meetings

Evidence, artifacts, and or back up documentation:

Attached Files

[Upcoming GYST Sessions.jpg](#)

[Creating a Winning Hand- COVID 19 Edition \[Autosaved\].pptx](#)

[Email to instructors.docx](#)

[Probation List as of 6-16-2020.xlsx](#)

[Probation check in questionnaire midterm.docx](#)

[Pivot Table Data.xlsx](#)

[Your SUCCESS Journey.pptx](#)

[AP Advisor Mail Merge.docx](#)

[Orginial Breakdown of Dis-Prob-Warn.xlsx](#)

[AP email.docx](#)

[Enrolled-NonEnrolled AP Students.xlsx](#)

DVMT

2021_DVMT Annual Report

Specify your Division/Department Goals Priorities.:

1. The percentage of first-year (ML0) students completing their DVMT 095 math requirement in two semesters exceeds 85%.
2. The percentage of first-year students electing to enroll in DVMT 099 their first semester who pass the course exceeds 70%.
3. The percentage of successful DVMT 095 (ML0) first-year students who achieve a passing grade (C or better for college-level, B or better for developmental) in their following Level 1 course is similar to that of non-DVMT 095 (ML1) first-year students.
4. The percent of successful DVMT 099 (ML1) first-year students who achieve a passing grade in an algebra-based math course (MATH 118/119) is similar to that of non-DVMT 099 (ML2) first-year students.
5. The 1st – 2nd year retention rate of students required to complete developmental mathematics will approximate that of students not required to enroll in DVMT.

Start:

7/1/2020

Providing Department:

DVMT

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1. Offer fully online section of DVMT 095 spring 2021 to accommodate students who are unable to attend in person due to the pandemic. Pass rate for fully online section will be comparable to the blended section of the course. NOTE: some students opted for fully online or a combination of both during the fall semester but were enrolled in the regular section of DVMT 095 which makes tracking their progress difficult.
2. Offer a 7 – week section of DVMT 099 during the fall semester to support first-year students enrolled in the 7 – 7 program. Pass rates of the 7-week section should be comparable to the regular sections of DVMT 099.
3. Compare final grades of DVMT 095 (ML0) students who took DVMT 099, MATH 104, or MATH 109 their second semester to non-DVMT 095 (ML1) students.
4. Compare final grades of DVMT 099 (ML1) first-year students who took MATH 118 or MATH 119 their second semester to non-DVMT (ML2) students.
5. Advise fall DVMT students to enroll in their next level math course in the spring semester to promote progression through the math sequence required by their major and support retention

efforts. The percentage of students who pass DVMT 095/099 in the fall and enroll in a MATH course for spring will exceed 80%.

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

1. Pass rate for spring fully online section of DVMT 095 will be compared to spring pass rate of blended section of the course.
2. Pass rate for fall 7 – week section of DVMT 099 will be compared to fall first-year pass rates of regular sections of the course.
3. Pass rates for ML0 students who take DVMT 099, MATH 104, or MATH 109 their second semester will be comparable to ML1 students who are not required to take DVMT 095.
4. Pass rates for first-year ML1 students who take MATH 118 or MATH 119 their second semester will be comparable to first-year ML2 students who were not required to take DVMT 099.
5. The number of students who pass DVMT 095/099 in the fall and enroll in their next level math course for the spring semester.

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

1. Compare spring pass rate for fully online section of DVMT 095 to the spring blended section of the course.
2. Compare fall pass rate for 7 – week section of DVMT 099 to the fall first-year pass rates of regular sections of the course.
3. Compare the pass rates in subsequent math courses of the two populations.
4. Compare the pass rates in subsequent math courses of the two populations.
5. Determine the number of DVMT students who enroll in their next level math course. Compare 1st – 2nd year retention rates for DVMT 095, DVMT 099, and non-DVMT populations.

What were the results?:

1. Goal Nearly Met: The percentage of first-year (ML0) students completing their DVMT 095 math requirement in two semesters was 83.33% which is slightly below the stated goal. However, 100% of first-year students enrolled in the online section of DVMT 095 successfully completed the course during the spring semester compared to only 60% of first-year students in the blended section of the course.

2. Goal Met: The percentage of first-year students electing to enroll in DVMT 099 their first semester who passed the course was **76.67%**, which exceeded the goal of 70%. In addition, students who enrolled in the 7 – week section of the course passed at a higher rate (85.71%) than first-year students who enrolled in regular sections of the course (75.47%).

2020 Cohort-DVMT 099 Fall 2020			
Sec.	Enrolled	Passed	%
51B (7-wk)	7	6	85.71%
001/926	16	12	75.00%
002	17	14	82.35%
004	20	14	70.00%
totals:	60	46	76.67%

DVMT 099 Fall 2020 Section Comparison			
Sec.	Enrolled	Passed	%
51B (7-wk)	7	6	85.71%
001/926	16	12	75.00%
002	17	14	82.35%
004	20	14	70.00%
Regular Section Totals:	53	40	75.47%

3. Goal Met: ML0 students who successfully completed DVMT 095 and enrolled in a level 1 course passed at a higher rate than ML1 students who enrolled in the same course. (See chart below)

2020 Cohort							
ML0 students who passed DVMT 095 and enrolled in level 1 course this academic year:				ML1 students who enrolled in level 1 course this academic year:			
Course	Enrolled	Passed	Percentage	Course	Enrolled	Passed	Percentage
DVMT 099	10	10	100.00%	DVMT 099	75	56	74.67%
MATH 104	10	6	60.00%	MATH 104	49	22	44.90%
MATH 109	2	2	100.00%	MATH 109	90	54	60.00%

4. Goal Met: (Includes ML1 students who completed DVMT 099 summer 2020 through the SOFI program and enrolled in 118/119 in the fall).

MATH 118 Pass Rates F'20 - S'21				MATH 119 Pass Rates F'20 - S'21			
Group	Enrolled	Passed	%	Group	Enrolled	Passed	%
ML1	11	9	81.82%	ML1	26	20	76.92%
ML2	6	4	66.67%	ML2	47	31	65.96%

5. Goal Met: The 1st – 2nd year retention rate of students required to complete developmental mathematics approximated that of students not required to enroll in DVMT. Eighty-eight percent of first-year ML0 students who completed DVMT 095 in the fall enrolled in a level 1 math course in the spring. Similarly, 80.43% of first-year ML1 students who completed DVMT 099 in the fall enrolled in a level 2 math course in the spring. Both met/exceeded the set goal of 80% which was designed to promote student success and persistence among those needing DVMT courses.

1st – 2nd year retention rates for first-year students are listed below.

1st - 2nd Year Retention Rates F'20-F'21		
DVMT 095	ML0	62.00%
DVMT 099	ML1	70.00%
Non-DVMT	ML1-ML4	66.67%

First-year students who took DVMT 099 were retained at a higher rate than those who did not take a developmental math course, while those who took DVMT 095 were retained at a slightly lower rate. However, when we combine all first-year developmental math students into one group, they are retained at essentially the same rate as non-DVMT students.

1st - 2nd Year Retention Rates F'20-F'21		
DVMT 095/099	ML0-ML1	66.92%
Non-DVMT	ML1-ML4	66.67%

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. Working with developmental students fully online proved to be an extremely challenging and time-consuming task. Although lectures and tutoring were delivered over Microsoft TEAMS, students struggled to stay focused and engaged throughout the semester. Even though our pass rates support adding a fully online section, our department does not plan to offer DVMT courses online in the future except during the Summer Online First-Year Initiative (SOFI). The DVMT department was understaffed during the academic year which resulted in fewer individual tutoring sessions and less outreach to struggling students. The top priority for the next year is to hire an instructional coordinator to teach all DVMT 095 sections and to assist the math department with the ACHIEVE program. No resources were allocated or redistributed based upon the results.
2. The 7 – week section of DVMT 099 was offered during the second session of the fall semester. Students began this term more focused and organized than ML0 students who participated in the first 7 – week session (DVMT 095). It could be because they had already experienced the pace of 7-week courses in the first half of the semester, so they knew what to expect. This session worked nicely for the ML1 students but proved to be challenging for the instructor due to understaffing. The university no longer offers 7 – week terms but DVMT students can enroll in the 6 – week summer session if they desire a shortened semester. One thing that became evident during the data analysis was that students who enroll in DVMT 099 their first semester pass at a higher rate than those who postpone taking the course. No resources were allocated or redistributed based upon the results.

Fall 2020 DVMT 099			
Group	Enrolled	Passed	%
First-Year	59	45	76.27%
Other	50	26	52.00%
Total:	109	71	65.14%

3. Although this goal was met, the sample size was significantly smaller than desired for the ML0 cohort. Historically, DVMT 095 does not seem to sufficiently prepare students for MATH 104 or MATH 109. DVMT and MATH continue to work together to develop the ACHIEVE program which allows students to enroll in a math course one step above their placement with added support. The ACHIEVE program does not yet significantly affect DVMT resources so none were allocated or redistributed based upon the results.
4. First-year student enrollment in MATH 118 and 119 declined this academic year. Only 4% of ML1 and 4% of ML2 students in this cohort enrolled in MATH 118 while 10% of ML1 and 35% of ML2 students enrolled in MATH 119. Even though the sample sizes are smaller than usual, the results fall in line with previous academic year results. ML1 students who pass DVMT 099 historically outperform ML2 students who enroll in MATH 118/119. Statistics show that students who enroll in DVMT 099 their first semester pass at a higher rate than those who postpone taking the course and they outperform ML2 students in MATH 118/119. Therefore, we will communicate these results to advising faculty and staff to encourage DVMT enrollment for ML1 students their fall semester. DVMT staff also utilizes class time to advise students regarding the appropriate math course for their major and encourages students to enroll the semester following their DVMT completion. We will add these statistics to our discussion. No resources were allocated or redistributed based upon the results.

5. The results were a bit surprising considering the challenges that resulted from the pandemic. While the overall retention numbers are lower than desired, statistics suggest that students who took developmental courses were as resilient as those not required to enroll in those courses. However, DVMT students continue to be a high-risk group and we look forward to increasing our f2f support and instruction as covid restrictions decline over the next academic year. Many students who completed DVMT online felt isolated and missed the f2f interaction of being in the classroom. Therefore, no online sections of DVMT will be offered fall 2021 or spring 2022 so that we can better connect and serve the needs of this high-risk student group. We may consider offering a DVMT or ACHIEVE MATH Learning Community if our staffing situation improves. Students enrolled in these connections perform very well in their MATH/DVMT and ORIE courses. No resources were allocated or redistributed based upon the results.

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

This plan was developed by the Director of Developmental Mathematics. Goals, action items, and results were presented to the following persons/departments at the close of the academic year.

- Benjamin Norris: Associate Provost/direct supervisor
- Johnston Hegeman: Registrar
- Justin Dunmyre: Mathematics Department Chair
- Latisha Cooper: ASN/PASS Learning Specialist
- Mark Smith: ASN/PASS/Director Tutoring Center
- Donna Bradley: ASN/PASS Program Management Specialist

Evidence, artifacts, and or back up documentation:

Student Support Services 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 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](#)

8/1/20 - 7/31/21 TRIO- Student Support Services Departmental Annual Report

Specify your Division/Department Goals Priorities.:

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

1. 80% 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. 82% of all enrolled participants being served will meet the performance level required to be in good academic standing.
3. 55% of new participants served by SSS each year will graduate from FSU with a bachelor's degree within six years.

Start:

8/1/2020

Providing Department:

Student Support Services

End:

7/31/2021

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. Requested the FAFSA Submission Report starting in January to ensure completion of the FAFSA by all SSS participants (Financial Aid was unable to provide this year due to staffing issues). Assist students with applying for financial aid, completing verification, and maintaining

eligibility for federal, state, and institutional grant funds throughout each semester. Provide financial education to students through our financial literacy program.

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 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 and Student Access

1.2 Semester goal form submitted online through Canvas 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, case notes in PAWS and Student Access

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

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

2.3 Case notes in PAWS and Student Access

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 and Student Access

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

Not applicable per AIEC Member, Latisha Cooper

What were the results?:

The 2020-2021 APR report was submitted on Wednesday, February 2, 2022.

1. 92% of participants served by the SSS project persisted or graduated.
2. 94% of participants were in good academic standing.
3. 70% of new participants served by SSS graduated from FSU with a bachelor's degree within 6 years (2015-16 Cohort).

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

1.1 Results

- 1802 case notes were entered into PAWS and 1443 case notes were entered into Student Access during the 2020-2021 academic year

1.2 Results

- 192 students completed a semester goal form

1.3 Results

- 20 participants were not registered for Fall 2020 by the end of April, 1 participant was not registered by the start of the fall semester
- 44 participants were not registered for Spring 2021 by the end of November, 2 participants were not registered by the start of the Spring 2021 semester

1.4 Results

- FAFSA postcards were sent to 249 students
- 214 students received financial aid information or financial literacy services

2.1 Results

- 254 participants received assistance to address goals and academic performance
- 38% of SSS participants received a midterm warning in Fall 2020
- 28% of SSS participants had a midterm warning in Spring 2021

2.2 Results

- 87 participants received tutoring

2.3 Results

- 62 participants attended workshops according to case notes in PAWS and StudentAccess

3.1 Results

- 275 participants had their credits, GPA, upcoming semester registration, and other indicators tracked on the end of semester summary
- 82 students with over 80 credits were tracked on the upcoming graduates report in Fall 2020, 101 students with over 80 credits were tracked in Spring 2021

3.2 Results

- 168 participants currently have an eight-semester graduation plan

3.3 Results

- 151 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 first year of our new five-year grant cycle. The current grant will run from Fall 2020-Spring 2025. Our primary objectives that were outlined in the grant must 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 implement a new peer assisted learning program to strengthen student's course content understanding and general study skills. These peer supports will be referred to as Student Learning Assistants (SLA). We will purchase access to the Learning and Study Skills Inventory (LASSI) Plus to assist the program participants and SLAs in identifying and then strengthening areas of concern with study skills.
- We will continue to intensify financial literacy services. We have created and began to utilize a financial literacy curriculum and Individual Financial Plan but will be more intentional with providing and tracking these services. We will also work to keep FSU's access to Cash Course and to expand the other financial literacy resources that are available to students.
- We will continue to 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.
- In the fall of 2020, SSS used a PeopleSoft database. In the spring of 2021, we transitioned to a new database, Student Access. This was a challenging time as we moved data from one location to the other and as this specific report/year included pulling data from both databases. In the upcoming year we'll be able to streamline data collection now that all data will be stored in one location.

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 monthly Academic Success Network meetings with the Interim Provost, Dr. Mathias and then later with Interim Associate

Provost, Dr. Norris. In addition, the director had regular contact with the Director of Research and Sponsored Programs as well as the FSU Grant accountant, the Director of CAAR, and the Registrar's Office to communicate SSS program goals, plans, and results.

Evidence, artifacts, and or back up documentation:

Attached Files

[COMPL PLANNING 2020 FALL End of Semester Summary.xlsx](#)

[COMPL PLANNING APR 2020-2021](#)

[FSUSSH SUM BY PARTICIPANT ID 5093.xlsx](#)

[COMPL PLANNING Enrollment for Fall 2020.xlsx](#)

[COMPL PLANNING Enrollment for Spring 2021.xlsx](#)

[COMPL PLANNING Fall 2020 Midterm Warnings 15 Week Session \(SSS\).xlsx](#)

[COMPL PLANNING Grad listing spring 2021.xlsx](#)

[COMPL PLANNING SA 1.1 cultural activity.pdf](#)

[COMPL PLANNING Grad Listing 2020.xlsx](#)

[COMPL PLANNING SA 1.1 in person.pdf](#)

[COMPL PLANNING SA 1.1 virtual meetings.pdf](#)

[COMPL PLANNING SA 1.1 workshops - virtual.pdf](#)

[COMPL PLANNING SA 1.1 workshops in person.pdf](#)

[COMPL PLANNING SA 1.1 workshops - Canvas.pdf](#)

[COMPL PLANNING Service Log for Fall 2020 and Spring 2021.xlsx](#)

[COMPL PLANNING SPRING 2021 End of Semester Summary.xlsx](#)

[COMPL PLANNING Spring 2021 Midterm Warnings \(SSS\).xlsx](#)

Admissions

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2020

Providing Department:

Admissions

End:

6/30/2021

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:

Assessment and Institutional Research FY2021 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:

7/1/2020

Providing Department:

Assessment and Institutional Research

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1. Middle States: (Department Goal 1 and 2)
 - o 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 3)

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. *Prepare for 2023 self-study by working with AIEC to evaluate progress toward addressing MSCHE recommendations and requirements.*
2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process. Due to large turnover of department chairs during reporting period, many chairs need to be familiarized with the SEI process and reporting.
 - Ensure access to SEI results for new departmental chairs. Update network security matrix to include new department chairs and administrative assistants' access to SEI reporting.
 - Revise Workload calculator. Make term update accessible to AIR (SAR1465).
3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models. Develop HelioCampus dashboards with retention models and share with decision-makers.
 - Develop faculty overload/release data analysis. Upload overload/release time data into HelioCampus and develop dashboards for reporting purposes.
 - Provide COVID response support (e.g., LMS data modeling and analysis) HelioCampus dashboards to include COVID-related reporting.
 - Utilize HelioCampus as part of institutional analyses. Streamline admissions reporting and incorporate FPS survey results into HelioCampus dashboards.
4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal 3)

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

1. Middle States: (Department Goal 1 and 2)

- Complete the Middle States Annual Institutional Update and prepare for next self-study in 2023. Prepare for 2023 self-study by working with AIEC to evaluate progress toward addressing MSCHE recommendations and requirements.
 - Assessment: Completion of the report
- 2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process. Due to large turnover of department chairs during reporting period, many chairs need to be familiarized with the SEI process and reporting.
 - Assessment: Number of consults with chair.
 - Ensure access to SEI results for new departmental chairs. Update network security matrix to include new department chairs and administrative assistants' access to SEI reporting.
 - Assessment: Number of consults with chairs.
 - Revise Workload calculator. Make term update accessible to AIR (SAR1465).
 - Assessment: Number of chairs who access calculator.
- 3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models. Develop HelioCampus dashboards with retention models and share with decision-makers.
 - Assessment: Number of HelioCampus trainings provided.
 - Develop faculty overload/release data analysis. Upload overload/release time data into HelioCampus and develop dashboards for reporting purposes.
 - Assessment: Completion of dashboard providing historical data on release time/overload
 - Provide COVID response support (e.g., LMS data modeling and analysis) HelioCampus dashboards to include COVID-related reporting.
 - Utilize HelioCampus as part of institutional analyses. Streamline admissions reporting and incorporate FPS survey results into HelioCampus dashboards.
 - Assessment: completion of admissions dashboards and FPS survey results.
- 4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal 3)

Assessment: Number of HelioCampus dashboards and users.

What were the results?:

- 1. Middle States: (Department Goal 1 and 2)
 - Complete the Middle States Annual Institutional Update and prepare for next self-study in 2023. Prepare for 2023 self-study by working with AIEC to evaluate progress toward addressing MSCHE recommendations and requirements.
 - Assessment: Completion of the report (*AIEC report in Artifacts section.*)
- 2. Improve SEI and Workload calculation processes (Department Goal 1)
 - Work closely with incoming departmental chairs to familiarize with SEI process. Due to large turnover of department chairs during reporting period, many chairs need to be familiarized with the SEI process and reporting.

- Assessment: Number of consults with chair. (*AIR worked with nine department chairs over the reporting period.*)
 - Ensure access to SEI results for new departmental chairs. Update network security matrix to include new department chairs and administrative assistants' access to SEI reporting.
 - Assessment: Number of consults with chairs. (*AIR worked with nine department chairs over the reporting period.*)
 - Revise Workload calculator. Make term update accessible to AIR (SAR1465).
 - Assessment: Number of chairs who access calculator. (*25 department chairs accessed the calculator over the reporting period.*)
- 3. Complete Institutional Analysis (Department Goal 2)
 - Complete program costing/academic portfolio management analyses and productionalization of retention models. Develop HelioCampus dashboards with retention models and share with decision-makers.
 - Assessment: Number of HelioCampus trainings provided. (*several group trainings were done via Microsoft Teams over the reporting period: one with the College of Business in May 2021 and another with admissions in June 2021. Eight individualized trainings were done over Teams by the senior Research Analyst.*)
 - Develop faculty overload/release data analysis. Upload overload/release time data into HelioCampus and develop dashboards for reporting purposes.
 - Assessment: Completion of dashboard providing historical data on release time/overload. (*Due to data flags changing over the last several years, the historical dashboards are a work in progress.*)
 - Provide COVID response support (e.g., LMS data modeling and analysis) HelioCampus dashboards to include COVID-related reporting.
 - Utilize HelioCampus as part of institutional analyses. Streamline admissions reporting and incorporate FPS survey results into HelioCampus dashboards.
 - Assessment: completion of admissions dashboards and FPS survey results. (*Dashboard examples can be found in the Artifacts section.*)
- 4. Facilitate campus-wide use of HelioCampus and Campus Labs Compliance Assist/Planning platforms (Department Goal 3)

Assessment: Number of HelioCampus dashboards and users. (*Currently there are 1,057 dashboards and 131 users.*)

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?:

Yes, we maintained HelioCampus.

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

Weekly staff meetings through Microsoft Office Teams we pulled up our goals quarterly to ensure we were making progress. We reviewed and updated results and aligned progresses to individual PMPs. Our office is tasked with finalizing multiple reports for the strategic plan for both on and off campus that must demonstrate alignment. The department plan and ongoing progress was a source of dialogue as multiple reports and outcomes were conveyed through staff meetings, projects, reports, and our department website.

Evidence, artifacts, and or back up documentation:

Attached Files

[AIEC MSCHE RYG Analysis Template Final.xlsx](#)

[Cohort Reenrollment Fall-Spring \(1\).pdf](#)

[User Group Permissions.xlsx](#)

**Center for International Education
Center for International Education Assessment Report
2021**

Specify your Division/Department Goals Priorities.:

1. Increase total international student enrollment
2. Increase study abroad enrollment
3. Establish and Improve International Student Retention

Start:

7/1/2020

Providing Department:

Center for International Education

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1. Increase International Student Enrollment

The CIE will increase total international student enrollment on the FSU campus through the renegotiating of the Hunan University of Technology and Business (HUTB) agreement. This updated agreement will require HUTB to send an increase of HUTB students who must attend the campus during the Fall and Spring semesters. Since the program started in 2016, there has not been a consistent number of HUTB students attending classes at FSU. The CIE will measure the number of international students for the 2021 academic year and compare it to the total international student enrollment from the 2020 academic year. Within this number, there will be an increase of HUTB students enrolling in face-to-face classes on the FSU campus.

2. Increase Study Abroad Enrollment

The CIE will increase study abroad enrollment through our international partner schools by way of organized information sessions and promotions with the College of Business. We will advertise, organize, and implement the sessions to promote the partner exchange opportunities available to students. Currently, the CIE has three agreements with business schools in Germany and France. The NEOMA Business School and Rennes School of Business are located in France and the Duale Hochschule Baden-Württemberg (DHBW) Business School is located in Germany. These schools have been sending their students to FSU; however, we need to recruit more students to study abroad at these universities in order to maintain the exchange balance of students.

3. Establish and Improve International Student Retention

In the past, the CIE has not kept retention records for degree-seeking international students. This is vital information to establish, so that the department has data to compare from year to year. The retention rate will provide an understanding of how content our international student population is, and how we can make their study abroad experience more enjoyable at FSU. The ultimate goal is to keep the international students enrolled at FSU, and prevent students from transferring to other universities. In the coming year, the CIE will begin to collect data in order to establish a retention rate. This will be an ongoing goal into the next fiscal year of 2022 and possibly 2023, as the CIE seeks guidance from the Admissions Department and Registrar's Office to learn and understand how retention rates are calculated.

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

1. The CIE will measure the number of international students for the 2021 academic year and compare it to the total international student enrollment from the 2020 academic year, keeping in mind that the increase should come specifically from our partnership with HUTB. The data should primarily include HUTB students who are traveling to the FSU campus to enroll into full-time face-to-face classes. While there are hundreds of HUTB students dually enrolled in FSU classes while they are still in China, the data will mainly focus on the HUTB students who come to the United States.
2. The CIE collects data from all students who participate in overseas experience at the start of every semester, including summer and intersession. This information includes the names of the partner schools where the students enrolled during their study abroad trips. We can draw this information to determine which students are enrolled at the

partner schools in France and Germany. Based on the data, the CIE can assess an increase or decrease in the number of participants enrolled at these specific business schools. The CIE will measure the number of students participating in study abroad experiences at our partner business schools in France and Germany, and compare this to the number of students who attended these same partner schools in the previous year of 2020. While the overall number of study abroad participants may increase, the CIE will focus on the data specifically for the three business schools. In order to meet our goal, there should be an increase in the number of students for the current year.

3. In the coming year, the CIE will begin to collect data in order to establish retention rates. The data will be collected from the start of the Fall 2018 and Spring 2019 semesters through the current semester of Spring 2021. We determined that collecting data from before the pandemic will give the CIE a better understanding of what retention looked like before the pandemic—from fiscal year 2019 to 2020. This year, the CIE is only collecting the data. When collecting the data, we decided to breakdown the information into subgroups: Graduate and Undergraduate/ HUTB Students. The subgroups will help us to determine the retention rates separately for graduate and undergraduate-level students. In addition, we want to determine the graduation rates for the HUTB program. The retention rates for the HUTB program would only include the Chinese students who come the FSU campus—not those who complete all the classes in China. At this time, the CIE is only interested in the international students who experience study abroad on our campus. This will be an ongoing goal into the next fiscal year of 2022, as the CIE seeks guidance from the Admissions Department and Registrar's Office to learn and understand how retention rates are calculated and analyzed. Once the retention rate has been established, the CIE will analyze the rates from year to year to determine increases or decreases. If there are decreases, we will collect feedback from students, and focus on necessary updates to prevent students from leaving FSU. This goal will be measured by the creation of an Excel spreadsheet which contains the necessary data for determining retention rates. The spreadsheet must include the subgroups so that the CIE can understand the reasons for international students leaving FSU.

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

1. The CIE collected international student information for all students at the start of the Fall and Spring semesters. This data included a breakdown of the HUTB students who completed FSU classes in China and the students who completed classes in Frostburg. We used this data to compare the yearly enrollment of HUTB students between 2020 and 2021. The results determined that fewer HUTB students completed FSU classes in person during the 2021 academic year. Based on the assessment of these results, the CIE will continue to recruit HUTB students to study at the FSU campus in the coming year, contingent on the status of the pandemic.

2. Based on the results of the data, the CIE understands that there is definitely room for growth in these study abroad programs, as the pandemic subsides. Frostburg State University has allowed students to study abroad again, starting with the Fall 2021 semester. During that time, three

students traveled abroad to South Korea and successfully completed a full load of credits. Most recently, there are four students abroad in various countries during the Spring 2022 semester. While the CIE continues to promote study abroad and increase the overall participation number, there will also be a focus on increasing the enrollment numbers for our partner schools.

3. The finished product for step one of this goal is an Excel spreadsheet which includes the data for fiscal years 2019 to 2021. The second step for this goal (calculating data, analyzing data, and) will continue into next year, resulting in retention rates that will be helpful in determining improvements that may be necessary in the department. The CIE now has an Excel spreadsheet that is divided into the appropriate categories of graduate, undergraduate, and HUTB students. When creating this document, we realized that it was necessary to include data that explained the reasons for students leaving FSU. We broke this data into three sections: Leave of Absence, Transferred to another school, and Dismissal. The Excel spreadsheet which includes the data will serve as the foundation for us to move on to the next steps.

What were the results?:

1. At the end of the 2021 academic year, the CIE had enrolled a total of 372 international students. This enrollment number had decreased since the previous year with an overall enrollment of 401 international students. More specifically, the total number of students enrolled for classes on the campus decreased from 48 to 16 students. During the 2020 academic year, four HUTB students attended classes on the FSU campus, compared to zero students during the 2021 academic year. The decrease was due to the pandemic as students and parents were hesitant about foreign travel. In addition, the students who wanted to go abroad had difficulty obtaining visas because many U.S. embassies were closed, and would not issue student visas. While the agreement has been updated and HUTB agrees to send at least 20 students to the FSU campus, the pandemic has prevented the students from coming to the campus.
2. During the 2020 academic year, a total of four students studied abroad at the three business schools. Unfortunately, at the start of the Spring 2020 semester, students were ordered to return back to the U.S., due to the pandemic. The University System of Maryland would not allow students to travel outside of the U.S. during the 2021 academic year; therefore, zero FSU students studied at the three partner schools. After analyzing the data, the CIE data results determined a decrease in the number of students attending the partner schools. While the results are due to the pandemic, the CIE is confident that overall study abroad participation will increase when the world shifts to an endemic. Students started studying abroad again during the Fall 2021 semester; therefore, the CIE will continue to promote these partnerships to our business students, so that we may increase the enrollment at these schools.
3. Step one for this goal was to collect the data and create an Excel spreadsheet. The results for this goal are evidenced through the data that we collected from fiscal year 2019 through 2021. The CIE created a spreadsheet with the data that represents each group of students in the corresponding semesters: Undergraduate, Graduate, and HUTB. While we now have the data in one document, we still need to calculate, analyze, and

respond to the the retention rates. Step two for this goal will continue into fiscal year 2021.

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 decrease of international students has impacted overall enrollment for the International Education Department. While HUTB has agreed to send at least 20 students to come to the campus and enroll into full-time course loads, the pandemic has prevented this from happening. The operations of the CIE slowed down because we only had 16 students on the campus. The CIE continued to recruit students from HUTB, not knowing if the pandemic would still prevent students from traveling to the U.S. Since FSU transitioned back to a face-to-face modality during the Fall 2021 semester, the CIE focused on recruiting HUTB students and preparing them for a semester abroad at the FSU campus. Working with the HUTB international office, we scheduled multiple virtual meetings with HUTB students and parents to assure them that students would be safe on our campus as we continue to live with the reality of Covid19. The U.S. embassies in China slowly started to open during the Fall semester, allowing students to obtain visas. Since the CIE experienced a decrease in the number of international students on the campus, two staff members divided their time between two other departments on campus that needed additional assistance: the Graduate Services Office and the Honors Program.
2. The decrease of study abroad participation directly impacted the CIE, although we continued to focus on promoting overseas experiences throughout the pandemic. Students continued to apply for study abroad throughout 2020 and 2021, but their experiences were contingent on the status of the virus within their host countries. Some students canceled their trips accordingly, while others postponed for a future semester. Throughout 2020 and 2021 the CIE continued to provide study abroad information sessions, study abroad fairs, classroom presentations, open houses, and sharing study abroad opportunities with student organizations. As the CIE experienced a decrease in the number of study abroad participants, two full-time staff members divided their work hours between two other departments that needed additional assistance: the Graduate Services Office and the Honors Program.
3. The results for this goal have not directly impacted the operations of the CIE. In the coming years, we do expect the results of retention rates to affect how the department/university respond to keeping international students on our campus. The upcoming year, the CIE will focus on step two of this goal, learning and understanding how retention rates are calculated and analyzed. We will seek guidance and instruction from the Admissions and Registrar's Office since these departments often report university retention rates. After determining the retention rates for international students, the CIE will consider responses for the increases or decreases. The only resources used for this goal was the time for staff to look back in the records to collect the necessary data for the Excel spreadsheet, and the meeting time to discuss the goal.

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

1. The CIE staff regularly met together with key individuals from the College of Business to discuss plans and strategies for getting HUTB students to the FSU campus during the pandemic. The Provost and the CIE Director regularly met together to discuss strategies for recruiting HUTB students. The data and the results were conveyed on a weekly basis with the CIE staff. The CIE Director also provided monthly updates to the International Education Advisory Council and the Provost Office. The results were also shared with the College of Business.
2. The CIE director met virtually with the other staff members on a weekly basis throughout the 2021 academic year to share updates concerning the status of the pandemic and how it affected study abroad enrollment. The enrollment data was also shared on a biweekly basis with the Provost, as we continued to monitor the possibility of allowing students to travel overseas once again. The data was also shared with the International Education Advisory Council throughout the Fall 2020 and Spring 2021 semesters. There was consistent communication with all of the students who were approved to participate in study abroad, as they waited for FSU leadership to decide if they could travel overseas during the upcoming semesters.
3. This plan was discussed with the CIE staff, and together they established a goal for collecting the data and what the Excel spreadsheet should look like when finished. The team met monthly to review the plan. The plans for this goal were also communicated with the Provost. Although the data was collected, the CIE has not shared this information with the Provost or other departments. Once the data is calculated and analyzed, the results will be communicated to the CIE staff, Provost, the College of Business Dean (for HUTB students), and the International Education Advisory Council. Together, these departments will respond to the increases or decreases in retention rates.

Evidence, artifacts, and or back up documentation:

Attached Files

[2021 Center for International Education Annual Assessment Report.docx](#)
[International Student Retention Data.xlsx](#)
[International Student Enrollment Data Spring 2021 All Students.pdf](#)

College of Arts, Humanities, Social & Behavioral Sciences

**AIEC Annual Strategic Plan Outcomes Report for CLAS
- 2020-2021 AY**

Specify your Division/Department Goals Priorities.:

1. Promote and support activities of educational distinction. (Aligns with University Strategic Plan Goals #1 and #2.)
2. Serve as a collaborative partner in cultural engagement, economic development, and K-12 outreach to the local community, region, and state. (Aligns with University Strategic Plan Goal #3.)
3. Develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #4.)
4. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4.)
5. Recruit and retain a diverse student population. (Aligns with University strategic Plan Goal #4.)

Start:

7/1/2020

Providing Department:

College of Arts, Humanities, Social & Behavioral Sciences

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Note that the following action priorities are all linked to the University Strategic Plan Goals. Action priorities 1.a. to 1.e. are linked to University Strategic Plan Goals #1 and #2. Priorities 2.a. to 2.d. are linked to the University Strategic Plan #3. Action priorities 3.a. to 3.d. align with University Strategic Plan Goal #4. Priorities 4.a. to 4.d. are linked with the University Strategic Plan #4. Finally, action priorities 5.a. and 5.b. are also linked to University Strategic Plan #4.

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. Support and encourage faculty development in pedagogy and instruction.

1.d. Enhance classroom instructional environment to support improved student learning.

1.e. Encourage and support faculty research, creative activities, and other professional 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. Support community engagement and cultural enhancement.
- 2.d. Seek partnerships to enhance economic activity and workforce development.
- 3.a. Continue to implement and grow the nursing programs.
- 3.b. Continue to implement the Physician Assistant Medicine Program.
- 3.c. Launch Life Cycle Facilities Management Program.
- 3.d. Provide opportunities to encourage faculty collaboration to develop new programs.
- 4.a. Continue strategic recruiting practices to broaden applicant pools, diversify selection committees, and hire diverse candidates.
- 4.b. Encourage faculty professional development opportunities that are aligned with college strategic priorities.
- 4.c. Provide mentoring for all new full-time faculty and new chairs.
- 4.d. Provide training for new chairs.
- 5.a. Continue to work with departments to decrease DWF rates.
- 5.b. Collaborate with university offices to recruit and retain qualified students from all backgrounds.

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 student learning outcomes assessment plans, updates/outcomes, and reviews done by CLAS faculty 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 visits, 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 areas of concern and improvement.

1.b. Associate Dean Fritz kept records of numbers of FSU connections, interdisciplinary courses, and students enrolled in each during the fall semester of 2020.

1.c. Measures are the number of faculty who did online training through our IT Office to prepare for teaching online and blended courses. The IT Office kept records of types of training offered, numbers of classes provided, and numbers of faculty who completed training opportunities.

1.d. Numbers and types of tech requests, classroom requests, classroom improvements, age of equipment, and the funding support for each are tracked. Measurements taken for classrooms to provide social distancing were also written down and kept in the Dean's Office. Numbers and types of changes that needed to be made in instruction and classrooms during the pandemic were noted.

1.e. The Dean's Office would ordinarily track the number of Provost Experiential Learning Enhancement Funding (PELEF) applications and those that are funded along with the funding amount for each. This past year, there were no PELEF opportunities provided for faculty. Activities of educational distinction and events involving students, however, are noted. Numbers of student participants and funding are tracked. Survey data is available for some events.

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

2.a. and 2.b. Measures include numbers and types of programs offered by our centers and museum, number of participants, as well as budgetary support. For K-12 outreach, 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's Office for reassigned time outcomes.

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

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

Goal 3 (development of new programs)

3.a. and 3.b. Measures include successful accreditation of programs, number of positions (PINs, FTNTT faculty, and adjuncts) needed and funded, and financial support for the programs. Enrollments, numbers of majors, numbers of course sections, and DFW rates are

reviewed along with graduation rates and numbers of students passing licensure/certification exams.

3.c. Measures include number of faculty members hired for the program, financial support for the program, and completion of tasks to advertise and launch the program. Numbers of courses offered, enrollments in courses, numbers of majors, and DFW rates are reviewed along with retention rates.

3.d. Measures are the numbers of new programs proposed and the data that help make the decisions (e.g. workforce shortage information). Types and numbers 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. Numbers of applicants for jobs, numbers of interviews, and diversity information as well as qualifications of candidates are kept by the CLAS Dean's Office and HR Office. Lists of search committee members and chairs of those committees are kept, too.

4.b. Faculty report on their numbers and types of professional development activities and awards in their faculty evaluations and personnel applications (e.g. sabbatical, tenure, promotion) which are reviewed by the Dean's Office. Numbers and types of CLAS Awards are kept in the Dean's Office. Names of PKP members who are initiated in the Honor Society are kept in the Dean's Office.

4.c. 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 for informed decision making about the mentoring program.

4. d. Numbers and types of training sessions as well as lists of presenters are noted.

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

5.a. DFW rates, graduation numbers, retention rates, and numbers/types of bottleneck courses are tracked. Enrollment numbers for courses and programs are reviewed.

5.b. 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. Numbers of successful proposals are noted.

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

N/A The AIEC committee determined that this section did not need to be completed.

What were the results?:

1.a. Program reviews were completed for Art and Design, Communication Studies, Earth Science, Environmental Analysis and Planning, Geography, Social Science, and Wildlife and Fisheries (Undergraduate and Graduate Programs.) The CLAS Undergraduate Assessment Council reviewed AY 2019-2020 student learning assessment outcomes for all 34 programs in the college. Reviews are in compliance assist. A yearly report for SLAAG was completed by Associate Dean Herzog and CLAS Assessment Chair, Jill Morris. Assistant Dean Terry completed a GLAAG report on graduate student learning outcomes. Associate Dean Fritz participated in the GEP review committee in fall of 2020. Associate Dean Herzog met with Janet Mattern, Victoria Gearhart, and Assyad Al-Wreikat to complete a thorough review of 19 strategic plan outcomes reports for 2019-2020 as part of the duties the the AIEC. Herzog gave each department feedback on their outcomes reports via email. Herzog completed the CLAS strategic plan outcomes report, and it was reviewed by Janet Mattern and Victoria Gearhart. The Dean's Office attended the Strategic Plan Action Items session for the university. Associate Dean Fritz was a member of the Program Advisory Group in fall of 2020. The PAG gave feedback to programs regarding curricular changes. Dean Hixson worked with Carrie McMahon in the Physician Assistant Medicine program to complete the assessment of the program and their accreditation report. The Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) did a site visit in April of 2020 and had positive things to say about the program. A report to address deficiencies was written by Carrie and the PAM faculty. The Dean's Office tracked enrollments, bottleneck courses, retention rates, DFW grades, and graduation rates. Meetings were held with department chairs to address concerns.

1.b. Associate Dean Fritz coordinated the FSU Learning Connections Program in the fall of 2020. 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 in the summer of 2020. 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 participated in several meetings regarding Preview FSU, Orientation, and testing of first-year students.

1.c. Dean Hixson encouraged all CLAS faculty to take summer training offered by IT to teach online classes. Several faculty members and staff members completed the training. The Dean worked with faculty to continue instruction using alternative, online, and hybrid methods during the pandemic. Dean Hixson attended several meetings regarding the plan for Academic Affairs and the opening of the university during the pandemic. Decisions were made and implemented so that classes could be held in a in-classroom/online hybrid format for most of the semester in fall of 2020 and all of the semester in spring of 2021. Associate Dean Fritz and Dean Hixson collaborated with others on how to offer clinical field placements and internships during the pandemic. Several students completed these activities. Additionally, on September 24, Dean Hixson and the Associate Deans met with the Chair of Math, Justin Dunmyre, to discuss instructional methods for Algebra and DVMT classes. These consultations continued throughout the academic year, and proposals for changes are being developed.

1.d. 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 2021. A classroom in Compton and one in Gira were enhanced with new technology during spring of 2021. Classroom measurements to ensure 6 feet of social distancing, lab preparations, changing areas for creative works, and recital/performance safety were priorities for the Dean's Office and departments. Dean Hixson worked on issues related to opening the Performing Arts Center with the Director of the Performing Arts Center (Conrad Maust) as well as the Chairs of Music and Theatre/Dance (Brent Weber and Nicole Mattis.) Planning continued for the new Education and Health Science Center, and Dean Hixson attended the groundbreaking ceremony.

1.e. The Fifteenth Annual Appalachian Festival, under the direction of Kara Rogers Thomas was held virtually in September of 2020. Several CLAS faculty and students participated in Focus Frostburg in spring of 2021. It was held virtually and directed by Kara Rogers Thomas. The Undergraduate Research Symposium Working Group, under the direction of Karen Keller, planned and provided support for the virtual event on April 23, 2021. The Dean's Colloquium was planned by Program Coordinator, Linda Steele. It was held virtually on April 7, 2021 for students to discuss their research projects and creative works completed with faculty and staff mentors. Eighteen students representing sixteen projects were nominated by nine programs. Sixteen students participated in the event which was also attended by Dean Hixson, Program Coordinator Linda Steele, Interim Provost Mathias, Department Chair Jamil Abdo, Assistant Dean Terry and Associate Dean Herzog. A satisfaction survey was conducted, and results are in the Dean's Office.

2.a. The Dean provided some budgetary support and reassigned time for the Director of the Multimedia Learning Center (Jason Speights) and Director for the Center for Literary Arts (Jennifer Browne) to continue educational outreach programs to the public during the pandemic. Reassigned time outcomes are kept by the directors in the departments and in Dean's Office (MLC outcomes). Directors track numbers and types of programs, participants, presenters, etc. Sometimes surveys are conducted. Unfortunately, the FSU Museum of Natural History was closed during the pandemic, but it was re-opened for summer on Monday through Friday 11:00 until 3:00. Bill Seddon gave tours and tracked the numbers of participants.

2.b. With the pandemic, it was difficult to reach out to schools, but some faculty did provide outreach programs to K-12 students virtually. Normally, CLAS would take the lead on planning a STEM Festival, but there were no festivals this year due to COVID-19. Dean Hixson did help with the Leadership Allegany Rising event for students in the county.

2.c. The Dean's Office was represented at some alumni and cultural events virtually. For instance, Associate Dean Herzog joined the FSU baseball student and alumni event online in March, 2021. Dean Hixson attended the Brownsville dedication and a virtual class with Senator Cardin.

2.d. Dean Hixson attended a Mountain City Traditional Arts Project meeting. He collaborated with Advancement and met with Mary Clapsaddle, an FSU alum, to talk about projects. Two staff members in Physics and Engineering, Duane Miller and Kevin Fearon, used a 3-D printer to make masks (face shield components and parts) for the pandemic. Over 200+ masks were

distributed to FSU police officers, local nursing homes, local doctors' offices, and Frostburg city police.

3.a. The new Nurse Practitioner program with two concentrations (Family and Mental Health) was implemented in fall of 2018. The Department Chair, Kara Platt, reported in spring 2021 that all graduating students who have taken the Boards have passed. Collaborations on an RN program, a pre-licensure program, and other possible nursing programs continue.

3.b. The Physician Assistant Medicine program commenced in the summer of 2019. The Dean's Office continues to work with the chair to implement the program. A successful accreditation site visit from ARC-PA was held on April 12 and 13, 2021. The program addressed a few minor deficiencies in a report later sent to ARC-PA.

3.c. A coordinator for the Life Cycle Facilities Management Program, Thomas Cadenazzi, was hired. The Dean's Office met with him approximately twice per month to monitor the launching of the program. Advertising, curriculum, and web development was initiated.

3.d. Dean Hixson collaborated with Mike Flinn, Chair of COSC/IT to plan a possible game design program. The CLAS Liberal Studies Ad Hoc Committee developed Liberal Studies templates that could be used when planning concentrations for the major. The CLAS LBST Ad Hoc Committee met in AY 2020-2021 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." Jill Morris served as Chair. The LBST Committee members (Steele and Fritz) developed a complete degree draft that was approved by the other members of the committee. That led to a proposal for an Interdisciplinary Studies degree that would be online. The CLAS Curriculum Committee approved the Interdisciplinary Studies degree, but it will need to be reviewed by Academic Affairs and then Faculty Senate before it goes down state. Program Coordinator Steele and Dean Hixson worked with departments to develop articulation agreements with colleges such as the College of Southern Maryland. They collaborated with the Provost's Office and Admissions. Dean Hixson, Linda Steele, Scott Fritz, and Matt Crawford (Chair of Chemistry) collaborated with other universities and colleges on Pharmacy articulation agreements which were approved with UMES.

4.a. Dean Hixson worked with HR and departments to search for, interview, and hire qualified as well as diverse faculty. He attended some initial departmental search committee meetings, interviewed candidates, and negotiated salaries/years for tenure decisions. The Dean selected a diverse search committee to hire a qualified candidate to coordinate the Life Cycle Facilities Management Program. Thomas Cadenazzi was hired. The Dean worked with the Physician Assistant Medicine program to hire faculty and a coordinator (Dr. Dan O'Donoghue). Associate Dean Herzog was the Chair of the Search Committee for the Assistant Dean position and worked with the Dean to select the committee members. She also worked closely with Chris Everett in HR. A new Assistant Dean, Dr. Keith Terry, was hired. Dean Hixson was a member of the search committee to hire a new VP for Administration and Finance. A new one was hired. The Dean's Office attended Provost job interviews, Director of Admissions interviews, and Director of Academic Advising interviews.

4.b. President Linda Steele, VP/President-Elect James Saku, Treasurers Heather Gable and Matt Crawford, and Secretary Cindy Herzog encouraged faculty to become active members of The Honor Society of Phi Kappa Phi. Associate Dean Herzog encouraged several faculty and staff members to apply for the Employee Development and Leadership Series through HR. She wrote recommendations for two staff members. Cindy Troutman, Executive Administrative Assistant, served on the HR Partners Committee. Faculty were encouraged to attend IT workshops, Center for Teaching Excellence workshops, and seminars hosted by HR. Faculty were encouraged to apply for CLAS Awards, and a celebration was held outside of Compton to recognize award winners from AY 2019-2020 and AY 2020-2021. The Dean's Office recommended talented faculty for the CLAS Assessment Council, CLAS Curriculum Committee, LBST Ad Hoc Committee, and faculty governance.

4.c. 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. New faculty meetings were conducted virtually in the fall 2020 and spring 2021 semesters to give them the chance to get to know each other and ask questions. Newly elected Department Chairs for AY 2020-2021 were paired with out-of-department mentors who had previously been Chairs or who are currently serving as Chairs. New Chairs' meetings were held throughout the academic year to provide time to discuss issues and ask questions.

4.d. Associate Dean Herzog and Sean Morton provided many hours of individual training for Chairs on Compliance Assist, Strategic Planning, Student Learning Outcomes Assessment, and the Faculty Evaluation process. New Chairs' meetings were held throughout the year. Cindy Troutman developed and distributed a CLAS Chairs' Handbook for all Department Chairs.

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

5.b. Dean Hixson asked Chairs to list types of jobs that students can get with the major as well as where alumni are currently working. These lists will be used to share information with families and prospective as well as current students. Linda Steele is an advisor for the Social Science and LBST programs and works with students having difficulties. She serves as Co-Chair of the Collaboration and Communication Subgroup of the Excellence in Academic Advising (EAA) national project. She is also a member of the EAA Steering Committee. Associate Dean Fritz served as a member of the Institutional Commitment Committee for the EAA project in fall of 2020. Associate Dean Herzog served on the Students of Concern Committee and worked with Student Affairs on academic dishonesty and disruptive behavior cases. Associate Dean Fritz and Program Coordinator, Linda Steele, worked at Preview FSU to enroll students. They did first-year advising and registrations. Linda Steele assisted Jay Hegeman with new student advising in August and January and did advising of students in the Bobcat Orientation Welcome program in May of 2021. Associate Dean Herzog worked with Graduate Services, coordinators of graduate programs, and the Dean to review graduate student appeals for university re-admission. The Dean and Associate Dean Fritz attended meetings to discuss planning and implementation of Living/Learning Communities. Associate Dean Fritz attended meetings to review software options for the course catalog. Dean Hixson invited Mr. Bill Kraus, Interim Director of Admissions, to address CLAS Chairs Council in September of 2020. The Dean's Office set up a

meeting and encouraged STEM faculty to attend an informational session for the MAT Teacher Residency Program to inform advisees about opportunities. Assistant Dean Terry did several CLAS Scholarship reviews for Financial Aid. The Dean's Office met with the new Director of Admissions and representatives from Advancement in June to plan for ways to recruit 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?:

1. Focus for upcoming year's plan - The results definitely impacted operations. The focus of the 2021-2022 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; developing new programs that 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 focus on encouraging faculty collaborations to develop and promote new programs that will attract students, meet industry needs, and create a revenue source. Secondly, the Dean's Office will work with departments to update and fine-tune their websites. Finally, we will focus on creating awareness of potential careers and employment opportunities for students.
2. Resources allocated or redistributed - 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 (PAM) programs to respond to workforce shortage areas. For example, additional faculty were hired in these programs, and a consultant was hired for the PAM program for accreditation purposes. Faculty in the PAM program, as well as the Dean and other administrators, were involved with getting ready for the accreditation site visit and addressing questions that the accreditation team had. They are still spending much time on the implementation of the PAM program. This task takes much time and effort, monetary resources, and human resources. Monetary and time resources were allocated to the new Life Cycles Facilities Management program and working with the coordinator to develop promotional materials, curriculum, etc. The LBST advisory committee and Dean's Office spent much time and human resources on developing concentrations in the LBST major and on an interdisciplinary studies completer program. The interdisciplinary studies proposal went through the CLAS Curriculum Committee in spring of 2021 and will continue to go through faculty governance committees in this fall of 2021.
3. Other considerations for resources - PIN decisions and decisions about FTNTT and adjunct faculty hiring are based on 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 in many but not all programs. Growing programs and those which respond to emerging needs and workforce shortage areas got additional redistributed funds. 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, and there was no PELEF funding last academic year to support student/faculty research, creative activities, and experiential activities. The Student Research Symposium, Dean's Colloquium, Appalachian Festival, Focus Frostburg, and other events were held online, and much money was saved from that last academic year. Limited reassigned time is available for the Director of the Multimedia Learning Center, Director for the Center for Literary Arts, and Director of the Museum for Natural History. With COVID, there is less outreach to schools and the community. The Dean is spending more time than even previously trying to deal with budget cuts, develop new revenue sources, develop new programs, and increase collaborations with the Foundation to raise money. The new Assistant Dean is tracking enrollment data for courses, curricular changes, independent studies, assessment, etc. More of the Associate Dean's time is spent in strategic planning and outcomes assessment and less in undergraduate student learning outcomes assessment which the Assistant Dean will do.

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

Plan - We did not have a CLAS meeting in the fall of 2020 due to COVID-19. That is normally where we talk about the strategic plan and distribute it to CLAS faculty. We did, however, send the AY 2020-2021 strategic plan to everyone in the college through the CLAS listserver electronically on September 14, 2020. On that same day, we sent the strategic plan to Mike Mathias and Sara-Beth Bittinger. During CLAS Chairs meetings, we talked about strategic planning and items on the CLAS plan. Also, bookmarks were available that have the plan listed on them. These strategic plan bookmarks were distributed to Chairs and any CLAS faculty who requested them. The strategic plan was listed in Compliance Assist and in reports for others to see. It was also listed in an academic year CLAS Achievement Booklet that was distributed electronically on the CLAS listserver for everyone in the college during May, 2021. (Some hard copies of the booklet were available for those people who requested them.) Linda Steele posted the CLAS strategic plan on the CLAS website, too.

Outcomes - The outcomes were conveyed to the division through compliance assist, administrative meetings, and reports. They were sent to Chairs in CLAS electronically. Chairs distribute reports to the faculty in their departments. Most major outcomes that involve resources are usually shared first with Chairs who then convey the information to their departments. The outcomes were also listed in a CLAS Achievement Booklet for the academic year that was distributed electronically to CLAS members in May on the listserver. Some hard copies of this booklet were distributed to those people requesting them. Linda Steele posts the outcomes and CLAS achievements on the CLAS website.

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

Note that CLAS Chairs were reminded quite frequently about the CLAS Strategic Plan items and outcomes.

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item
Specify your Division/Department Goals Priorities.:

Start:
7/1/2020

Providing Department:
College of Arts, Humanities, Social & Behavioral Sciences

End:
6/30/2021

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:

Communication

Departmental Annual Report (outcomes submitted 10/22)

Specify your Division/Department Goals Priorities.:

Goal 1: develop policies, procedures and documents for the department and support the full-time faculty, staff, and students in their work. (CLAS Goal 4, University Strategic Plan Goal 4)

Goal 2: continue to develop and promote educational programs that are needed for professions, now and into the future. (Supports CLAS Goal 3, University Strategic Plan 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. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Goal 4: participate in actions that extend the reach of the department to educate any, and all, FSU students and explore ways to engage the community in relevant trainings. (Supports CLAS Goal 5, University Strategic Plan Goal 4)

Goal 5: Review, evaluate and modify assessment, where needed, to ensure that useful data are being used to improve instruction and to improve student success. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Start:

7/1/2020

Providing Department:

Communication

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1a: Continue to develop the department policy documents and handbooks for full-time Communication faculty members, staff and students.

1b: Facilitate more discussion to finalize and distribute our Department Anti-Racism policy/Code of Communication or Community Ethics based on collaborative CMST/MCOM forums with students, alumni, faculty and staff

1c: Promote regular faculty, staff, and student participation in events, programming, and on social media posting to help to create a culture of participation and community among majors and across programs.

2a: Revise five-year course rotations for CMST, LEAD and MCOM classes to include some strategic online components.

2b: Develop and execute four face-to-face, or online, special events for 2021-2022 to target prospective students.

2c: Continue to participate in and advocate for CMST, LEAD and MCOM courses in the revised GEP program.

2d: Work to promote Communication Studies major and associated minors, particularly the Social Media Minor.

2e: Support and promote new tracks of study within the Mass Communication major.

2f: Work to develop relevant upper division certificate programs for returning adult learners to follow the stackable ones developed by COB.

3a: Schedule meetings among Mass Communication faculty members to discuss appropriate short- and long-term equipment replacements.

3b: Work to secure funding and implement streaming option to FSU-TV3 for university, regional and community programming.

3c: Attain or create a more visible meeting and working space for the Communication Leadership Lab to support campus community partnership work for CMST, LEAD, and Social Media students and to give these students and alumni a point of pride.

3d: Build programs numbers and advocate for PIN positions to support teaching the Strategic Social Media track of the CMST major and the Social Media minor.

4a: Continue to participate in and advocate for CMST, LEAD and MCOM courses in the revised GEP program.

4b: Continue to participate in and advocate for CMST, LEAD and MCOM courses in interdisciplinary minors.

4c: Research and develop a list of potential training courses for the community.

4d: Work on outreach via our events and programs as well as student groups (LPH and CCC) to advocate for the communication discipline and to promote cross-disciplinary study.

4e: Continue to invite alumni to participate in the creative ways with the department to highlight program strengths and outcomes (Career Day, classroom visits, advisory committees, online sessions, training, certificate programs, etc.).

5a: Explore the use of a sophomore or junior review of students to alleviate last semester or post-graduation problems with those who have lower than minimum GPA, who are regularly struggling to pass classes and other situations.

5b: Implement revisions to CMST Capstone and MCOM Capstone.

5 c: Advocate for CMST 122 Introduction to Public Communication to be inserted into the GEP to promote regular campus learning and assessment of oral communication competence.

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

Varied approaches depending on the goal.

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

What were the results?:

1a: Continue to develop the department policy documents and handbooks for full-time Communication faculty members, staff and students. We are now using a Canvas course for department document archives and sharing. It is the central place for department information, policies and procedures.

1b: Facilitate more discussion to finalize and distribute our Department Anti-Racism policy/Code of Communication or Community Ethics based on collaborative CMST/MCOM forums with students, alumni, faculty and staff. **We did not finalize our anti-racism statement, and we lost a department member who was working on that. We did continue to explore and implement anti-racism into our courses. For example, MCOM485 had only minority directors' work for viewing exercises. Also, MCOM 488 worked with Robin Wynder on a short film about Otherness at FSU. The #Bobcatsagainstbias hashtag campaign developed by Danzi and posted by a CMST student on our social media was adopted by the Office of DEI to identify a week on campus to focus on DEI efforts. A "What Did You Meme?" workshop held by former NTT faculty member Daggett and the "Social Media Civility" Choose Civility event were part of the week's events.**

1c: Promote regular faculty, staff, and student participation in events, programming, and on social media posting to help to create a culture of participation and community among majors and across programs. **Everyone who was present on campus throughout the academic year participated in events on-campus. We encouraged and showed appreciation for students by**

hosting a Welcome Back event and a Valentine's Day treat table, as well as the Communication Showcase that was open to the public.

2a: Revise five-year course rotations for CMST, LEAD and MCOM classes to include some strategic online components. This is ongoing. Adjustments were made to the schedule each semester as needed, including to offer hybrid and online courses for service to other programs. Course rotation info was shared with students for upcoming few years in the CMST Canvas advising course.

2b: Develop and execute four face-to-face, or online, special events for 2021-2022 to target prospective students. Ruminski coordinated and facilitated the Choose Civility discussion "Home for the Holidays: Interacting with Friends, Family, and the Community Amid COVID-19 Choices" through the Communication Leadership Lab in collaboration with Allegany College of Maryland's Democracy Commitment (https://youtu.be/4kDr5_5ByS8) (November 2021). We hosted a showcase of student work in April that was open to the public and streamed. Ruminski coordinated and moderated the annual leader-in-residence and panel discussion on "Social Media Civility: Influencing Community and Strategy Online and On the Ground" (April 2022). Served as a Day of Civility event and featured a leader in residence in marketing and local panelists who use social media to build community online and in the community. Ruminski was featured as a speaker in the first TED-X event in Spring 2022 and moderated a Career Day event in Fall 2021. In July 2022 Danzi organized hosting of 200 students from Baltimore with Root Branch Media Group.

2c: Continue to participate in and advocate for CMST, LEAD and MCOM courses in the revised GEP program. Successfully proposed and got approved the addition of MCOM205 to Tech Fluency. Ruminski served on the GEPRC and contributed to summer 2022 GEP modeling work.

2d: Work to promote Communication Studies major and associated minors, particularly the Social Media Minor. Distributed rack cards and discussed new program at recruiting events; we now have 16 new Social Media minors. Lombardi and Ruminski met with staff, faculty, and students to discuss supporting students working in athletics communication efforts.

2e: Support and promote new tracks of study within the Mass Communication major. We FINALLY have approval to attain and launch our streaming app which we feel will promote the tracks in MCOM by making the excellent student work and experiential learning opportunities visible to the WORLD!

2f: Work to develop relevant upper division certificate programs for returning adult learners to follow the stackable ones developed by COB. Strategic Communication certificate approved for the 2022-2023 catalog. Working on marketing materials and coordinated effort at FSU to promote this program.

3a: Schedule meetings among Mass Communication faculty members to discuss appropriate short- and long-term equipment replacements. We have a working group that focuses on technical aspects of our majors. We held monthly meetings to appropriately allocate the tech funds granted to repair the studio.

3b: Work to secure funding and implement streaming option to FSU-TV3 for university, regional and community programming. We secured Castus streaming services and are working on the graphics now to finish the design for launch. Launch is anticipated in Oct 2022.

3c: Attain or create a more visible meeting and working space for the Communication Leadership Lab to support campus community partnership work for CMST, LEAD, and Social Media students and to give these students and alumni a point of pride. CLL is operating out of the largest faculty office in our area. It is still not the publicly seen and accessed space desired like studio space is.

3d: Build programs numbers and advocate for PIN positions to support teaching the Strategic Social Media track of the CMST major and the Social Media minor. Ongoing. We did not successfully secure any PINS and lost three NTT positions (2 in CMST, 1 in MCOM). We gained a MCOM tenured faculty member but still need support for curriculum mentioned above.

4a: Continue to participate in and advocate for CMST, LEAD and MCOM courses in the revised GEP program. We continue to do this. Dr. Ruminski is on GEP committees. We see communication as a key element in the revised GEP.

4b: Continue to participate in and advocate for CMST, LEAD and MCOM courses in interdisciplinary minors. We talked with faculty in other areas about possible partnerships, including COB, Geography, and Biology.

4c: Research and develop a list of potential training courses for the community. We were not able to address this due to staffing and other needs.

4d: Work on outreach via our events and programs as well as student groups (LPH and CCC) to advocate for the communication discipline and to promote cross-disciplinary study. M. Lombardi advised Creative Communication Club events such as trainings and fundraisers. Ruminski and Danzi worked together to ensure LPH Inductees were inducted through the Frostys event. The Frosty Award Showcase was open to the public and featured our interdisciplinary work with the Center for International Education and Office of DEI.

4e: Continue to invite alumni to participate in the creative ways with the department to highlight program strengths and outcomes (Career Day, classroom visits, advisory committees, online sessions, training, certificate programs, etc.). Alumni were featured during Career Day. Alumni hosted online workshops for production students in MCOM487 and Career Chats with Alumni in MCOM487 and MCOM488. The advisory council development is still on hold until we can focus time and energy on researching and developing it.

5a: Explore the use of a sophomore or junior review of students to alleviate last semester or post-graduation problems with those who have lower than minimum GPA, who are regularly struggling to pass classes and other situations. This also came up in MCOM Program Review, and we plan to carry this goal forward to this year.

5b: Implement revisions to CMST Capstone and MCOM Capstone. We were not able to do a CMST capstone assessment since we were in limbo with restructuring our process for capstone artifact gathering and evaluation. We also lost the two full-time CMST NTT faculty who were

helping with this, so the future implementation will be slow and uncertain; we may need to reevaluate how we can do assessment in the major. MCOM will update the exam and aesthetic paper portions of the assessment this year.

5 c: Advocate for CMST 122 Introduction to Public Communication to be inserted into the GEP to promote regular campus learning and assessment of oral communication competence. **Done.** Some models developed for consideration by GEPRC working groups include requirements or elective of this course; one model was developed by Ruminski with input from others.

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?:

Operations are impacted by constant tightening constrictions around resources, namely faculty, and thus we are dynamically adapting. Our faculty has shrunk to such a small number that we can no longer really delegate out/redistribute ANYTHING because we all serve on every committee, we all work on every proposal. This outcomes report is a point of pride for the department because we accomplished a tremendous amount despite challenges.

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

The plan outcomes were drafted as a group, reviewed as a group and will be reviewed again as we finalize our new strategic goals. The Outcomes report was distributed to faculty in October 2022.

Evidence, artifacts, and or back up documentation:

**Departmental Outcomes Annual Report for 2020-2021
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. (CLAS Goal 4, University Strategic Plan Goal 4)

Goal 2: continue to develop and promote educational programs that are needed for professions, now and into the future. (Supports CLAS Goal 3, University Strategic Plan 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. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Goal 4: participate in actions that extend the reach of the department to educate any, and all, FSU students. (Supports CLAS Goal 5, University Strategic Plan Goal 4)

Goal 5: Review, evaluate and modify assessment, where needed, to ensure that useful data are being used to improve instruction and to improve student success. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Start:

7/1/2020

Providing Department:

Communication

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.a. Continue to develop the department policy handbook for full-time Communication faculty members.

1.b. Schedule conversations with CMST and MCOM faculty members about alternative class scheduling options such as seven-week classes and combined hybrid/online courses.

2.a. Develop 5-year course rotations for CMST, LEAD, and MCOM classes.

2.b. Develop a list of at least eight face-to-face, or online, special events for 2020-2021 to target prospective students and carry out six of them.

2.c. Continue to participate in and advocate for CMST, LEAD, and MCOM courses in the revised GEP program.

2.d. Finalize restructuring of CMST major and associated minors.

2.e. Prepare and submit paperwork to officially change the MCOM major.

3.a. Schedule meetings among MCOM faculty members to discuss appropriate short-and long-term equipment replacements as a result of the Texolve consulting document.

4.a. Continue to participate in and advocate for CMST, LEAD, and MCOM courses in the revised GEP program.

5.a. Explore the use of a Sophomore or Junior review of students to alleviate last semester or post-graduate problems in those who have lower than minimum GPA, who are regularly struggling to pass classes and other situations.

5.b. Review and revise student learning outcomes assessment procedures for CMST and MCOM.

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

1a: If the department's policy handbook continues to evolve and be added to in 2020 - 2021, then the goal will have been achieved.

1b: If conversations take place and if alternative class scheduling options or plans are created, the goal will have been minimally achieved.

2a: If a long-term class schedule plan is produced, the goal will have been achieved.

2b: If a list of eight or more face-to-face, or online, special events to target prospective students is created and six of them come to fruition, the goal will have been achieved.

2c: If members of the department take tangible action to advocate for CMST, LEAD and MCOM courses in the revised GEP program, the goal will have been achieved.

2d: If the restructuring of the Communication Studies major and associated minors is finalized, the goal will have been achieved.

2e: If paperwork is prepared and submitted to officially change the Mass Communication major, the goal will have been achieved.

3a: If short- and long-term equipment replacement plans are developed that take into account the unit's current level of funding and are based, in part, on the Texolve consulting document, the goal will have been achieved.

4a: If members of the department take tangible action to advocate for CMST, LEAD and MCOM courses in the revised GEP program, the goal will have been achieved.

5a: If faculty members explore the use of a sophomore or junior review of students to alleviate last semester or post-graduation problems with those who have lower than minimum GPA or who are regularly struggling to pass classes and other situations, the goal will have been achieved.

5b: If assessment plans for CMST 102 and CMST 122, the CMST Capstone and the MCOM Capstone are reviewed and revised, 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: The department's policy handbook was updated. Added in 2020 - 2021 was the evaluation criteria and a section that more completely articulated what is required for annual evaluations for all full-time faculty members. Some of this content was in the faculty handbook. Some was department-produced and circulated among faculty members themselves. Having all of this in one location will be more useful for full-time new and veteran faculty members. This became a necessity after evaluations were conducted in early 2021. This new material was not officially examined, modified and approved by faculty members but will need to be reviewed soon. Also added were curriculum sub-committee guidelines and a syllabus statement about "course performance and use of department equipment"; the latter needs to be reviewed and approved by faculty members.

1b: A long-term course schedule was developed for the department and sent to faculty members to review. In this was a rotation of several classes to be periodically offered online to serve place-bound students or those wanting to complete a sequence online. Ideally, this would be approved by faculty members, made available as a PDF on the department's website, printed in large numbers and given to advisors, students and staff in the unit. The benefit of this is that it can be modified as enrollments change, as faculty numbers change and to respond to other factors. It needs department approval for official use. There was minimal discussion among Communication about 7-week classes but nothing substantive resulted. The university administration seems uncertain about the use of courses in this scheduling format.

2a: A long-term course schedule was developed for the department and sent to faculty members to review. A copy has been attached here.

2b: In the fall of 2020, a CMST intern developed a database with names and contact information for 350 high school and community college teachers and counselors. This was going to be used to develop "virtual visits" to speak to prospective students. A few contacts were made and most of those high school teachers seemed reluctant to devote class time for recruiting events. While that approach may not have been useful, there were other activities that were carried out that were at least partially intended for prospective students. Some of these were book discussions and leadership programs. Others were virtual and were titled, "Leadership and Followership Development Communication," "How Should Communities Reduce Violence? A Deliberative Community Discussion about Safety and Justice," "Healing Democracy's Heart During a Divisive Election Year," "2021 Western Maryland Food Council Virtual Conference" and a Braver Angels college debate. Additionally, lists of fall 2021 Admitted students were downloaded about every three weeks through May 15, 2021. All of these students were emailed

and asked if the chairperson could call them to talk about FSU and their career aspirations. Approximately 40 students were emailed. About half did not respond. They were texted, sent a hardcopy letter and some were even sent "Welcome" cards by some faculty. Twenty-three students did agree to talk on the phone with the chair and they were each sent a Bobcat Care package after that which contained an FSU t-shirt, keyring, notebook, pens and other items. As of June 1, 2021, seven of the 23 had signed up for a B.O.W.

2c: The FSU GEPRC council did not meet during 2020 -2021. Communication faculty did continue to voice their support for inclusion in the program and this occurred in the 2021 Communication Studies program review self-study document. The external reviewer supported this effort, as well, in her report to the university's administration. Unfortunately, the actions required to include Communication classes in the GEP do not rest with the department's faculty. Those decisions are completely detached from the unit.

2d: All of the documentation required to restructure the Communication Studies major and minor was produced and submitted to required university committees. The changes were finally approved by the FSU Faculty Senate May 5, 2021. A new Social Media minor was also created. All of these programs appear in the 2021 - 2022 undergraduate catalog.

2e: All of the documentation required to restructure the Mass Communication major and minor was produced and submitted to required university committees. The changes were finally approved by the FSU Faculty Senate May 5, 2021. All of these programs will appear in the 2021 - 2022 undergraduate catalog.

3a: In early August 2020, a few virtual discussions took place regarding the Texolve report. The amount of money needed to update and or replace aging equipment in the television area is approximately \$250,000 for each of five successive years. This is financially out of reach of the department and the College of Liberal Arts and Sciences. The unit's faculty will need to continue these discussions to consider what in the area can be replaced or saved. The challenge is that the FSU-TV3 system is extremely expensive and sophisticated and, with the current level of department funding, attempting to determine how to replace or downgrade a \$1,250,000 system while spending a few thousand dollars at a time is a complex puzzle.

4a: The FSU GEPRC council did not meet during 2020 -2021. Communication faculty did continue to voice their support for inclusion in the program and this occurred in the 2021 Communication Studies program review self-study document. The external reviewer supported this effort, as well, in her report to the university's administration. Unfortunately, the actions required to include Communication classes in the GEP do not rest with the department's faculty. Those decisions are completely detached from the unit.

5a: Faculty did not address this topic in 2020 - 2021.

5b: With the revision of the majors and minors in the department, assessment plans will need to be revised. This may involve changing course assignments, altering venues in which to measure, revising rubrics or modifying evidence needed to assess behavior or knowledge. Adjusted assessment plans for both Communication Studies and Mass Communication will be produced in 2021 - 2022.

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. (CLAS Goal 4, University Strategic Plan Goal 4)

Impact: A long-term course schedule could aid the department in forecasting scheduling issues such as too many or too few classes to be offered based on demand. It is also easy to respond to significant enrollment issues or changes in faculty numbers by adjusting this schedule. The pitfalls to using the undergraduate catalog for course rotations is that paperwork has to be submitted to at least three committees to make such changes and adjustments take a year to appear in the next catalog. Further, the catalog doesn't know when enrollment numbers and staffing changes occur. The handbook could help educate new faculty about expectations and would eliminate the "oral history" nature of policies in the unit. No financial resources were used however, faculty time and energy were.

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

Impact: With the changes in majors, more students should be attracted to the sequences. This is particularly true for Communication Studies as that program was altered the most. Further, the updating of these programs will allow students to be more competitive post-graduation. Face-to-face recruiting efforts were eliminated during the pandemic and a shift to more virtual events were planned but didn't materialize in large numbers. Some virtual events did take place that may have included prospective students. The 2021 Communication Studies program review report includes information pertaining to the history and current situation concerning Communication classes and the GEP. No observable progress was made on officially incorporating Communication classes into the GEP. No financial resources were used for the department events however, faculty and student time and energy were.

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. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Impact: At this time, the department is able to sustain its inventory of portable equipment but maintaining it and making replacements when needed, is a challenge. The primary concern is the cost to repair, replace or maintain equipment associated with the cable channel, the television studio and edit suites. The amount of money needed to keep these seven-year-old systems functioning is dramatic. Capital will be needed soon if the systems are to remain useful, otherwise, instruction and recruiting will suffer. Financial resources were used to replace some department equipment, some was acquired through Tech Fees.

Goal 4: participate in actions that extend the reach of the department to educate any, and all, FSU students. (Supports CLAS Goal 5, University Strategic Plan Goal 4)

Impact: Communication faculty put into permanent form information pertaining to the historical and current situations regarding Communication classes and the GEP. No financial resources were used for the department events however, faculty time and energy were.

Goal 5: Review, evaluate and modify assessment, where needed, to ensure that useful data are being used to improve instruction and to improve student success. (Supports CLAS Goal 1, University Strategic Plan Goal 1)

Impact: With the revision of the majors and minors in the department, assessment plans will need to be revised. This may involve changing course assignments, altering venues in which to measure, revising rubrics or modifying evidence needed to assess behavior or knowledge. Adjusted assessment plans for both Communication Studies and Mass Communication will be produced in 2021 - 2022. No financial resources were used however, faculty time and energy were.

For AY 2021-2022, we will focus on all of the goals here and many of the action priorities to recruit and retain students, implement curricular changes, procure funding for equipment, and advocate for Communication classes in the GEP. In addition, we will develop an anti-racism policy, secure funding for FSU-TV3, promote the Social Media minor, promote the new tracks in MCOM, request more PIN positions, and develop certificate programs/training for community professionals.

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

The original set of goals for 2020 - 2021 was sent to Communication faculty members and discussed in a faculty meeting August 26, 2020. After approval, they were loaded into Compliance Assist. Further, a timeline for these was produced and sent to all faculty and staff shortly after that as a reminder of work to be done. It is attached. A copy of this 2020 - 2021 outcomes report was emailed to Communication faculty members, June 4, 2021. A revised copy was sent June 18, 2021.

All information was shared with the Dean's Office for review.

Evidence, artifacts, and or back up documentation:

Attached Files

[Communication Tentative course rotation 5 21 2021sx.xlsx](#)
[2020-2021 Timeline.docx](#)

English & Foreign Languages

New Departmental Annual Report Item 2020-2021

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. Provide Department Outreach to the community and schools. (Links to CLAS Goal 2 and University Goal 3).
3. Provide Support for Faculty Development. (Links to CLAS Goal 4 and University Goal 4).
4. Review and Diversify Curriculum. (Links with CLAS Goal 1 and University Goals 1 and 2).

Start:
7/1/2020

Providing Department:
English & Foreign Languages

End:
6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1A. Perform General Education Assessment
- 1B. Perform Capstone Assessment
- 1C. Monitor Course Offerings
- 2A. Provide activities at Center for Literary Arts
- 2B. Do Spanish in the Schools Program
- 3A. Track Development
- 3B. Support Development
- 4A. Create English & FLL learning community
- 4B. Bring in guest speakers on diversity
- 4C. Begin reevaluating current course offerings

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

1A. Rubrics and Means

1B. Focus groups' feedback and alumni surveys

1C. Enrollment data and hours spent monitoring enrollments of 101s and communicating with PASS and CARR offices

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

2B. Number of high school visitations and number of Majors Fair attendees

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

3B. Amount of money allotted to professional development

4A. Creation of faculty learning community and number of activities, speakers, etc. Number of new ideas, proposals, and changes to the curriculum and pedagogy.

4B. Number of speakers invited

4C. Hours spent reevaluating course offerings and number of proposals submitted for new course offerings.

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

Results were assessed through Capstone portfolios and various reports

What were the results?:

1A. The report from the previous year is attached below.

1B. The department conducted Capstone assessment. The results are in the report below. We continue to evaluate and revise our program based on the results.

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 (John Raucci) played a critical role in staffing.

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, \$542 was allotted to professional development. That number is down significantly because of COVID, but the department still accomplished a great deal.

4A & 4B. On October 20th, 2020, Dr. Bonnie Williams-Farrier gave a virtual presentation to the Department of English and Foreign Languages' Faculty Learning Community on anti-racist writing pedagogy. Virtually all of the department's faculty attended, as well as the dean. The community's goal is to improve the teaching of writing, including first-year and advanced composition, at Frostburg State University by learning and implementing strategies for Black linguistic justice. The learning community formed an annual report on the efforts we have made. A copy of that report is included below.

4C. Members of each of the three concentrations (literature, professional writing, creative writing) met separately several times to discuss changes in the English core curriculum, as well as in the individual concentrations. These changes were also discussed at 2 department meetings. Faculty have individually researched English curricula at peer institutions and proposed changes.

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 action priorities, the department is following up on the following:

4A. The department successfully obtained a FTTT PIN for a writing instructor with the following preferred qualifications: research and teaching interests in African American rhetorics, critical theories of race and writing instruction, translingual writing, and basic writing pedagogy. That search is underway. The department continues to have conversations about course content so as to adhere to our Anti-racist Action Plan.

4C. Members of the different concentrations continue to meet and propose revisions to the core curriculum. The department plans to meet as a whole to iron out differences. The different concentrations will also propose changes within their concentrations.

The resources that were allocated/reallocated are the FTTT PIN as well as money and programs/speakers to support faculty development.

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

All communication was through email and virtual and in-person department meetings. Strategic plans and outcomes are shared with the Dean's Office and put into Compliance Assist.

Evidence, artifacts, and or back up documentation:

Attached Files

[CLA GOG Report FY 21 .docx](#)

[Faculty Professional Development.docx](#)

[FL Annual Report.docx](#)

[2020-2021 Anti Racism Report.pdf](#)

[Assessment and Survey Results from Fall 2020.docx](#)

**New Departmental Annual Report Item for 2020-2021
Specify your Division/Department Goals Priorities.:**

Start:

7/1/2020

Providing Department:

English & Foreign Languages

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.a.

1.b.

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

1.a. Means from rubrics.

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

N/A

What were the results?:

1.a.

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:

History

AY 2020-2021 strategic plan outcomes report for

History

Specify your Division/Department Goals Priorities.:

1. Increase recruitment and retention of students. (Links with CLAS Goal 5 and University Goal 4).
2. Improve assessment processes for student learning outcomes assessment and History program assessment. (Links with CLAS Goals 1 and 5. Links with University Goals 1, 2, and 4.)
3. Work collaboratively and collegially with other departments and colleges on campus. (Links with CLAS Goals 1, 4, and 5. Links with University Goals 1, 2, and 4).
4. Increase History faculty professional development opportunities. (Links with CLAS Goals 1 and 4. Links with University Goals 1, 2, and 4.)
5. Address critical staffing needs in History. (Links with CLAS Goals 1, 4, and 5. Links with University Goals 1, 2, and 4).

Start:

7/1/2020

Providing Department:

History

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1.a. Increase student memberships in Phi Alpha Theta Honor Society and the History Club.
- 1.b. Increase the number of History-related events organized by students.
- 1.c. Increase student participation in professional development activities such as conferences, research, etc.
- 1.d. Work with the Alumni Office and the FSU Foundation to increase scholarship funding and contacts with alumni.
- 1.e. Increase publicity for History Department scholarships.
- 2.a. Continue to evaluate, discuss, and improve efficacy of the student learning assessment outcomes rubrics and assessment procedures.

- 2.b. Examine departmental goals, assessment procedures, and assessment processes of the History program, and apply results to curricular planning and changes.
- 3.a. Collaborate with the Honors Program to offer at least one HIST section every semester.
- 3.b. Collaborate with the INST program by having History Department representation on the INST Steering Committee and offering INST classes.
- 3. c. Collaborate with the WMST Minor program by having History Department representation on the WMST Steering Committee.
- 3.d. Enhance History's contribution to the GEP by encouraging History faculty to teach existing IDIS 150/151 and IDIS 350 courses.
- 4.a. Increase the number of History faculty that apply for professional development funding and do professional development activities.
- 4.b. Work with the Alumni Office and the FSU Foundation to increase alumni outreach opportunities and faculty development funds.
- 5.a. Obtain a PIN replacement position to replace a retiring faculty member.
- 6.a. Replace old furniture in History classrooms (Dunkle 101, 215, and 319).
- 6.b. Update audio-visual equipment in History classrooms.
- 6.c. Update computers and printers in History faculty offices as needed.
- 6.d. Continue to upgrade and utilize the Human Center as a classroom and meeting space.

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

- 1.a. Numbers of students who are members of the club and honor society compared to last academic year. Number of students who attend events.

- 1.b. Number of events organized by students compared to last academic year.
- 1.c. Number of professional development activities such as conferences and research projects that students engage in compared to last academic year.
- 1.d. Number of contacts with alumni and donors and amount of scholarship funds raised.
- 1.e. Number of publicity announcements (flyers/emails) for History scholarships.
- 2.a. Number of changes in student learning outcomes assessment rubrics and assessment procedures.
- 2.b. Number of changes in the curriculum proposed and vetted through the faculty governance system.
- 3.a. Number of sections of HIST 111/489-90 courses scheduled.
- 3.b. Number of History faculty who participate on the INST Steering Committee and number of INST courses that History faculty teach.
- 3.c. Number of History faculty who participate on the WMST Steering Committee.
- 3.d. Number of IDIS 150/151 and IDIS 350 courses taught by History faculty.
- 4.a. Number of faculty applying for professional development funding compared to last academic year. Number of faculty professional development activities.
- 4.b. Number of interactions with Advancement, number of contacts with alumni, and amount of professional development money raised.
- 5.a. Number of PIN requests and PIN positions obtained.
- 6.a. Number of furniture requests and new pieces of furniture obtained for Dunkle 101, 215, and 319.
- 6.b. Number of audio-visual requests and new equipment obtained for History classrooms.
- 6.c. Number of computers and printers requested for faculty offices and new equipment obtained.
- 6.d. Number of upgrades to the Humanities Center and events and meetings held in the center.

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

N/A

What were the results?:

1.a. Due to the COVID-19 pandemic, History Club and Phi Alpha Theta Honor Society did not meet or have any activities. There were no new members.

1.b. Due to the COVID-19 pandemic, there were no events organized by the students.

1.c. While the HIST 485 instructor encouraged students to participate in the Spring 2021 Undergraduate Research Symposium, which was a virtual event, they chose not to do so. Students didn't attend any conferences due to the COVID-19 pandemic.

1.d. There were no contacts with the Alumni Office/Foundation, no increase in scholarship funding/donors, and no additional contacts with alumni.

1.e. History Department publicity for scholarships continued as it had in the past with flyers and emails. The History Chair evaluated all scholarship applications during the Spring 2021 semester.

2.a. The History Department Assessment Committee had deliberations during the Fall 2020 semester. The student learning outcomes assessment report was uploaded into Compliance Assist. No major changes were made in the rubrics or the assessment process.

2.b. Through History Department Assessment Committee deliberations during the Fall 2020 semester, we observed that History 299 and 485 students typically struggle to master work processing functions and Chicago Manual of Style formatting guidelines. As a result of the department's conversations, instruction in these areas was expanded in the HIST 485 course in Spring of 2021.

3.a. Honors sections of History (111) were offered one per semester in Fall 2020 and Spring 2021 to support the program.

3.b. Dr. Boniece was on the INST Steering Committee in fall of 2020. One section of INST 200 was offered in Fall of 2020. Dr. Boniece taught it and did the student learning outcomes assessment.

3.c. Dr. McConnell is a member of the WMST Steering Committee.

3.d. During Fall of 2020, IDIS 150 (one section) was offered as well as IDIS 151 (one section for Honors Learning Community).

4.a. The annual faculty evaluation process documents faculty members' scholarly productivity. While faculty didn't apply for professional development money, departmental funds were made available to support tenured faculty members' research.

4.b. There were no contacts with Advancement or alumni. There was no additional funding raised for professional development.

5.a. PIN request for a new tenure-track faculty member in European History was submitted but denied.

6.a. A furniture meeting regarding Dunkle Hall classrooms was held in January 2021. Broken desks in History classrooms were removed and replaced as needed throughout the academic year.

6.b. Three digital cameras with built-in microphones for classrooms use was purchased with department funds in April of 2021.

6.c. No new or updated computers or printers were requested or received this academic year.

6.d. There were no upgrades to the center. There were no meetings or events held in the center. While History Department meetings are normally held in the Humanities Center, due to COVID-19, all meetings were held online. Students did not hold any events in the center due to the 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?:

1. **Recruitment and retention of students** is the main focus of the upcoming year's plan. For instance, there is a need for enhanced publicity of scholarship opportunities in History, and that will be a project for AY 2021-2022. COVID-19 made it hard to recruit students the last academic year, but the Chair did WebEx meetings, emails to prospective students, and phone conversations. He gave a presentation on the History major for the "Leadership Allegany: Higher Education Day" event led by Sara-Beth Bittinger in February, 2021. History also created and launched a Department of History Facebook page in March of 2021. These types of things will continue in 2021-2022 along with more meetings in-person. **Recruitment of faculty** is necessary to address critical staffing needs since several faculty members retired or left the

university. **Student learning outcomes assessment** will continue especially in the History major's methodology course sequence to improve student's research and writing skills. The History Department enjoys **collaborating with other programs** on campus, and that will continue. Finally, we will continue to **maintain and improve Dunkle Hall facilities**.

2. For the most part, monetary resources were not allocated or redistributed this past year. More departmental funds, however, were used to fund faculty professional development activities than in the past. Also, departmental funds were used to buy 3 digital cameras with built-in microphones for classroom use. As far as human resources are concerned, faculty spent more time this past academic year in training and learning how to teach online and in hybrid formats. Also, the Chair and faculty spent much time creating and launching a History Facebook page and putting weekly posts on it, including information about upcoming course offerings and academic requirements.

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

The plan and results were conveyed in monthly departmental meetings which were crucial in conveying how the department was progressing in regard to action priorities. Also, the plan and outcomes were put on Compliance Assist and shared with the Dean's Office.

Evidence, artifacts, and or back up documentation:

Music

Department of Music 2020-2021 Annual Report

Specify your Division/Department Goals Priorities.:

Student Recruitment and Retention

- Focus on virtual and digital methods to reach prospective music students (CLAS Goals 2 & 5; University Goals 3 & 4).

Department Staffing

- Assess deficits in tenure-track positions and strategize a plan to address these needs (CLAS Goals 1, 4 & 5; University Goals 1, 2, & 4).

Technology

- Improve and maintain performing space, studio and classroom technology (CLAS Goals 1, 3, and 5; University Goals 1, 2, & 4).

Budget

- Prioritize needs and strategize methods to save money in the Department of Music Operational and O2 budgets (CLAS Goals 1, 2, & 5; University Goals 1, 2, and 4).

Collaborations

- Work with other departments and programs to improve student learning and experiences (CLAS Goals 1, 2, 3 & 5; University Goals 1, 2, & 4).

Start:

7/1/2020

Providing Department:

Music

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1a: Virtual/digital recruitment materials

- Develop electronic materials to more effectively communicate during the pandemic.

2a: PIN Request

- Complete and submit PIN request to Dean Hixson.

3a: Concert live-streaming

- Develop live-streaming method and execute so concerts can be presented to the public during the pandemic. Engage students and other departments in this process.

4a: Find Efficiencies

- Determine places to save money in operational and O2 budget.

4b: Budget priorities for students/faculty

- Review 2019-2020 expenditures and poll faculty for priority of items needed for instruction/professional development/recruitment and retention.

5a: Music/Theatre/Comm/IT Collaboration

- Work with the departments of Theatre, Communication and IT to find creative ways to engage students during the pandemic.

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

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

2a: PIN Request completed

3a: Youtube channel statistics

4a: Quarterly budget reports

4b: Budget Spreadsheet numbers as developed by Theresa Skidmore; list of priority items and number of items

5a: Number of departments we collaborate with and number of innovative ways to engage students

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

- N/A

What were the results?:

1a: Virtual/digital recruitment materials

- In collaboration with the Office of Publications, we created a fantastic new set of recruitment images. Dr. Lamont posted these regularly on the department Facebook account. We also sent out email blasts periodically.

2a: PIN Request

- 3 PIN requests were submitted and none were approved.

3a: Concert live-streaming

- All concerts for the 2020-2021 concert season were live-streamed via Youtube. This was overseen by Dr. Lamont and Dr. Terry. It is notable that throughout the academic year, the quality of these videos steadily improved. They are still available for view on Youtube which has turned out to be a very good result in regards to recruitment.

4a: Find Efficiencies

- After reviewing the quarterly budget report, some items were removed to save money in the department. These included student stage crew workers, part of the piano maintenance expenses, and the cost for printing brochures. This saved more than \$10,000 from the department operating budget.

4b: Budget priorities for students/faculty

- With these efficiencies we were able to compensate Dr. Lamont for his huge amount of time recording and mastering our concerts. We also were able to purchase some instruments and equipment to increase the learning experience for our students.

5a: Music/Theatre/Comm/IT Collaboration

- Scott Rieker and Gregory Stuart worked closely with the Department of Theatre and Dance to maintain the Musical Theatre Minor program during the pandemic. We saw this program grow to more than 10 students.
- The Office of Information Technology and Department of Communication collaborated with us to develop a live-streaming platform for our events. It is notable that Mass Communications spent valuable human and technology resources in this effort. We saw a wonderful collaboration between our students and faculty during this difficult time.

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. With the success of the digital recruitment materials and live-streaming, we will continue these methods in the 2021-2022 academic year. We thank Communication for assisting us last year and plan have the music industry majors run live-streaming of concerts. With the increase in music majors in the department we hope that this will help our case for a PIN next year. Recruitment and retention is still the #1 strategic priority in the department.
2. We plan to remove the budget line in piano maintenance which will help us provide more opportunities for our students. Our hope is that support from other areas will continue to help offset this expense. Additionally we will reduce the amount spent on physical mailers and stage crew workers.

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. The strategic plan and outcomes report were shared with the Dean's Office.

Evidence, artifacts, and or back up documentation:

Philosophy
AY 2020-2021 Department Annual Report on Action
Priority Outcomes
Specify your Division/Department Goals Priorities.:

1. Take measures to recruit and retain more students.

(Aligns with University Strategic Plan Goals 1, 2, & 4; CLAS Goals 1 & 5.)

2. Make curriculum more efficient.

(Aligns with University Strategic Plan Goals 1, 2, & 4; CLAS Goals 1 & 5.)

3. Work collaboratively and collegially with other departments and colleges to improve student learning and professional development.

(Aligns with University Strategic Plan Goals 1 & 2; CLAS Goal 1.)

4. Address critical staffing needs to provide quality and stability for both Philosophy and LASO programs.

(Aligns with University Strategic Plan Goal 4; CLAS Goals 4 & 5.)

5. Maintain and improve classroom facilities.

(Aligns with University Strategic Plan Goals 1, 2, & 4; CLAS Goals 1 & 5.)

Start:

7/1/2020

Providing Department:

Philosophy

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1a. Complete major curricular reform, with inclusion of three tracks and new courses. (Aligns with CLAS Action Priority 1.c.).

1b. Update and create publicity materials, highlighting new tracks and associated careers. (Aligns with CLAS Action Priority 5.b.).

2. Devise alternative capstone requirement to prevent low enrollment of current capstone course. (Aligns with CLAS Action Priority 1.b. and 5.b).
3. Explore, in collaboration with other colleges and departments, the possibility of expanding Philosophy's applied ethics courses to include one or more of the following: Biomedical Ethics, Business Ethics, Computer Ethics, Engineering Ethics. (Aligns with CLAS Action Priority 1.c.).
4. Request PIN position to regain loss of important Full-Time-Non-Tenure-Track position. (Aligns with CLAS Action Priority 4.a. and 5.b.).
5. 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. (Aligns with CLAS Action Priority 1.d. and 5.b.).

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

- 1a. Complete major curricular reform, with inclusion of three tracks and new courses.

MEASURES: Submission of curriculum proposal to institutional and state (MHEC/USM) governance.

- 1b. Update and create publicity materials, highlighting new tracks and associated careers.

MEASURES: Discussion and production of said materials. Numbers of materials produced.

2. Devise alternative capstone requirement to prevent low enrollment of current capstone course.

MEASURES: Discussion and generation of new capstone requirement. Inclusion of new capstone in curriculum reform proposal. Submission of this proposal to institutional and state governance.

3. Explore, in collaboration with other colleges and departments, the possibility of expanding Philosophy's applied ethics courses to include one or more of the following: Biomedical Ethics, Business Ethics, Computer Ethics, Engineering Ethics.

MEASURES: Number of intra- and inter-departmental discussions about expansion of applied ethics offerings. Number of new offerings proposed are the measures.

4. Request PIN position to regain loss of important Full-Time-Non-Tenure-Track position.

MEASURES: Complete and submit PIN request form. Convey to dean importance of position.

5. 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. Number and types of requests will be documented.

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

N/A

What were the results?:

- 1a. Complete major curricular reform, with inclusion of three tracks and new courses.

RESULT: NEARLY COMPLETE. Curriculum reform proposal submitted to CLAS Curriculum Committee April 2021. Proposal on track to be submitted to MHEC/USM summer 2021.

- 1b. Update and create publicity materials, highlighting new tracks and associated careers.

RESULT: ONGOING. Kinds of publicity materials, along with stylistic considerations of them, discussed at department meetings. However, creation and production of said materials must await final institutional and state approvals of curriculum proposal, anticipated late October 2021.

2. Devise alternative capstone requirement to prevent low enrollment of current capstone course.

RESULT: COMPLETED. Discussed and devised new capstone course. Included new course in curriculum reform proposal, submitted to institutional governance April 2021 and to state governance summer 2021.

3. Explore, in collaboration with other colleges and departments, the possibility of expanding Philosophy's applied ethics courses to include one or more of the following: Biomedical Ethics, Business Ethics, Computer Ethics, Engineering Ethics.

RESULT: PAUSED. Finalization and submission of major curriculum proposal—the most important action priority—consumed nearly all the department's time.

Once we receive final approvals (October 2021) and produce publicity materials (December 2021), we plan to restart this action priority.

4. Request PIN position to regain loss of important Full-Time-Non-Tenure-Track position.

RESULT: COMPLETED. Filled-out and submitted on August 18, 2020, pin request form. Advocated for position to dean in one of two “checking in” meetings with him and associate dean on April 28, 2021.

5. 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: COMPLETED. Generated and submitted new furniture request. Met with dean and chairs of English and History to discuss and rank furniture needs in Dunkle Hall. Partial replacement of 204 and 205 furniture completed.

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

The completion and submission of our major curriculum proposal allows us to turn our attention in AY 2021-2022 to publicizing this new three-track curriculum, which will be the number-one priority of our upcoming year’s plan. Department financial resources will be redirected to publicity material, and we will seek external funding as well. The completion and submission of our curriculum proposal also allows us to restart intra- and inter-department discussions concerning the expansion of our applied ethics courses. Lastly, it will enable us to revise and implement student assessment, making this annual activity more meaningful and action-guiding than it has been in the past.

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

The plan and results were shared with the Dean's Office through Compliance Assist and in individual meetings with the Dean. The plan and results were shared at monthly department meetings, as well as several “emergency curriculum meetings” (not listed below) held between these monthly meetings:

July 31, 2020
September 4, 2020
October 2, 2020
November 6, 2020
February 5, 2021
March 5, 2021

April 2, 2021

Evidence, artifacts, and or back up documentation:

Attached Files

[CLASCC Agenda 042121\[18\].doc](#)

[PHIL Current Curriculum.docx](#)

[PHIL New Curriculum.docx](#)

[PHIL Proposal for MHEC 6 16 21.docx](#)

[Position Allocation Request Form FY 21.doc](#)

Political Science Strategic Plan Outcomes FY 2021 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

1. Ensure academic excellence in the Political Science 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. Review curriculum for potential reform (aligns with CLAS goal 1 and University goal 1&2)
4. Increase civic engagement opportunities for students (aligns with CLAS goal 1 and University goals 1&2)

Start:

7/1/2020

Providing Department:

Political Science

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1. Discuss and implement ways to promote student completion of reading assignments and ways to deter academic dishonesty in POSC courses.
2. Discuss and implement ways that faculty members can more effectively use Beacon and other early warning methods to get out in front of student academic problems.
3. Have discussions and implement curricular changes regarding low enrollment courses that might need to be discontinued.
4. Have discussions and implement actions to get our students to take 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 student retention rate would be the metric to measure the effectiveness of this action priority.
3. Identification and elimination of chronically low-enrolled courses would be the measure of effectiveness of this action priority.
4. 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 agreed that each instructor will assign a failing grade for the offending assignment in any proven case of academic dishonesty, and some instructors agreed to give reading quizzes in their courses to incentivize student completion of course reading assignments.
2. All faculty are committed to early use of Beacon to get out ahead of student academic problems.
3. We held a general discussion of the need to get rid of chronically low-enrolled classes, but we have not identified the courses that should be discontinued.
4. Faculty agreed to give course incentives like extra credit to encourage our students to participate in civic engagement opportunities 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?:

We will continue to work on incentivizing student completion of course readings, and disincentivizing academic dishonesty. We will continue to encourage greater use of early warning methods to improve retention of majors. We will work to identify courses that need to be discontinued due to chronic low enrollments, and we will continue to encourage our students to take advantage of the civic engagement opportunities we offer. We also will work on student learning outcomes assessment to ensure academic excellence.

No major financial or human resources were re-allocated or redistributed based upon these results. There were many discussions of the goals and action priorities. All faculty participated so there was some time and effort for these discussions and implementation of the strategic plan.

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

The overall plan and results were conveyed during the course of a department meeting. Implementation of action priorities was discussed in departmental meetings. The strategic plan and outcomes were shared with the Dean's Office and put into Compliance Assist.

Evidence, artifacts, and or back up documentation:

Psychology

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2020

Providing Department:

Psychology

End:

6/30/2021

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

Specify your Division/Department Goals Priorities.:

Start:

7/1/2020

Providing Department:

Psychology

End:

6/30/2021

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 AY 2020-2021

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. Provide faculty with the appropriate expertise to teach critical areas of the curriculum left open by the unexpected resignation of another faculty member. (CLAS Goal #4; University Goal #1)
3. Explore the possibility of creating a new Addictions Counseling major. (CLAS Goals #1 & #3; University Goals #1 & #3)

Start:

7/1/2020

Providing Department:

Psychology

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Review our research courses (PSYC-201 & PSYC-301) to determine if any adjustments are needed in terms of whether there is adequate time given to all the key components of these courses, including feedback on student writing.
- 2a. 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.
- 2b. If the Morshead PIN is approved, complete the hiring process for this PIN.
- 3a. Increase expertise through hiring of new faculty in addictions.
- 3b. With this new hire, determine what new courses, if any, would need to be created for such a major.

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

- 1a. Review of course goals, faculty's experiences, and student success in PSYC-201 & PSYC-301 (including the number of students in each section and the DWF rate). Number of curricular changes is a measure, too.
- 2a. Yes/No as to whether the PINS request for the Morshead position was created and submitted based upon review of needs.
- 2b. If approved, Yes/No as to whether the advertising, screening, interviewing, and successful hiring of a candidate for this position was completed.
- 3a. Yes/No (if the PIN was approved and instructor hired) does the newly hired individual have expertise in addiction counseling?
- 3b. Yes/No (if the PIN was approved and instructor hired) was a full audit of the potential new major's needs (including a review of state certification requirements) completed with recommendations in terms of new courses? Completed curricular changes and governance/downstate approval for the major are also measures.

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

N/A

What were the results?:

1a. Current time and resources appear sufficient to accomplish the current level of goals for these courses; however, the desire/need to increase these goals is unresolved (in large part due to a shift in focus to address unique needs of shifting our research courses to an online environment, as well as other issues stemming from the pandemic).

2a. Following multiple department discussions and a review of course offerings, a new PINS request was developed and submitted to the CLAS Deans office through the normal submission process.

2b. The PINS request was not approved, thus the hiring process could not take place.

3a. The PINS request was not approved, thus an instructor with addictions counseling expertise could not be hired.

3b. The PINS request was not approved, thus there was no new faculty member with expertise in addictions counseling to conduct a full audit of the potential new major's needs.

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?:

1a. With the hope and belief that academic year 2021-2022 will be a "more normal" year, we will continue the review of our research courses (PSYC-201 & PSYC 301) to determine if our goals and expectations are at the appropriate level. No change in financial resource allocation at this time. There was human resource allocation for committee work to review the courses, DWF rates, etc.

2a. The department was very disappointed in our PINS not being approved, especially given the addictions crisis facing the nation and Western Maryland; however, we do recognize there are limited resources. We still believe in the need for this major, and we believe this could lead to an increase in students at FSU (those coming for this unique major), thus we will continue to refine our request and apply again next year. No change in resource allocation at this time.

2b. Again, disappointment, but we believe in the program and will try again next year. No change in resource allocation at this time.

3a. Again, disappointment, but will continue to offer our current addiction courses and attempt to bring in additional expertise next year. No change in resource allocation at this time.

3b. Again, disappointment, will attempt to hire a new faculty member with addictions expertise to conduct this audit next year. No change in resource allocation at this time.

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

The plans, actions, results, and changes based on the results have all come about through discussions at our monthly department meeting. They are shared with the Dean's Office. The strategic plan and outcomes are reported in Compliance Assist.

Evidence, artifacts, and or back up documentation:

Sociology

Strategic Plan Outcomes Report for AY 2020-2021 (FY 2021)

Specify your Division/Department Goals Priorities.:

- A. Retain Students (supports CLAS goals 1, 4 and 5; University goal II and IV)
- B. Provide a quality learning experience (supports CLAS goal 1; University goals I and II)
- C. Provide Service to the Community (supports CLAS goal 2; University goal III)

Start:

7/1/2020

Providing Department:

Sociology

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

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)

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

1. Cumulative credit hours generated
2. Number of department meetings and discussions held; number of times cited and recognized on faculty self-statements and affirmed on annual evaluations; student evaluation numbers
3. Number of workshops attended; total number of courses taught blended or online; variety and number of technological software used
4. Number of group emails sent to sociology majors and minors (and responding emails sent by students) that not only keep students informed about department events and achievements but serve to build a sense of community and cohesion among department students. These emails can be labeled as "wellness" or "check-in" emails and are deemed especially valuable during uncertain times.
5. The production and number of events and attendance at Appalachian Festival events
6. PIN position generated and approved
7. Continue to inform the dean in writing via email that the department desires to move. Measures are numbers of emails. If there is a departmental move, the action priority is achieved.
8. Continue to inform the dean in writing via email that the department desires to move and have designated classrooms. Number of designated classrooms is the measure. Measures are also numbers of emails sent to the Dean. If there is a departmental move to a building with designated classrooms for Sociology faculty, the action priority is achieved.
9. PIN position generated and approved

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

NA

What were the results?:

1. Maintain high student enrollment in department courses (supports goal A)

Based on the *Office of Assessment and Institutional Research, fall, 2020, Factsheet*, found on the Frostburg State University website, the sociology department was number 6 out of 40 CLAS Disciplines in the production of credit hours: 2199 credit hours produced in the fall semester.

It should also be noted that the sociology chair worked with two year institutions to better maintain a continuous student pipeline. Articulation agreements were completed with Allegany

College of Maryland and Garrett Community College. The chair believes that both agreements are either signed or awaiting signatures by head administrator(s) at each respective institution. The overwhelming bulk of leg work for both was completed in the 2020-2021 academic year.

2. Continue to share pedagogical experiences (supports goals A and B)

This was an absolute necessity given the pandemic. The chair was in constant, often weekly, communication with each member of his department including adjuncts. The majority of sociology faculty taught online for the fall 2020 semester. Only one tenured/tenure track faculty was in the classroom using a hybrid format.

In the spring of 2021, at least half of the sociology tenured/tenure faculty continued to teach online. It is interesting to note that the one faculty member who taught face-to-face in the fall of 2020 (hybrid) also had the highest student teaching evaluations, an average 4.71.

Despite the pandemic, monthly department meetings continued to be held using TEAMS. Given the extraordinary situation caused by the pandemic, the primary topic discussed extensively at each department meeting was pedagogy.

3. Increase online technological awareness and capabilities (supports goals A and B)

Department members did amazing work during this time period to meet the challenges of the pandemic. In addition to substantial increases in technological awareness by all faculty, technology was used in very unique ways. For example, online seven week courses were created. Dr. Elizabeth Throop, taught three during the fall of 2020.

All but one sociology faculty member completed the online teaching curriculum offered by Rita Thomas. All but one sociology faculty taught their courses online for the fall 2020 and half did so in the spring 2021 semester. All but one faculty person (he taught blended classes) extensively produced and used videos.

Some faculty who were teaching online learned to teach synchronously in an effort to make learning communities embedded in Intro classes more successful and to meet attendance requirements required by outside grant funding agencies who sponsoring particular learning communities.

Faculty became accustomed to doing advising through Webex and by email. Phone calls between faculty and students became customary. Office hours were done using webex. All faculty developed greater flexibility in the classroom thereby learned how to accommodate individual students who became sick by more deeply incorporating canvas, e.g., online testing instruments.

4. Communicate with majors and minors (supports goal A)

The chair took advantage of technology and sent out periodic emails to sociology majors and minors as a group. Although some emails tended to be informative, most emails were sent in an effort to **touch base with students, to let them know that someone was thinking about them** during the difficult times that everyone endured.

5. Support the Appalachian Festival (supports goal C)

In the fall of 2020, despite the obstacles related to the pandemic, the Festival continued! Dr. Rogers Thomas presented the Appalachian Festival online!

Dr. Rogers Kara Thomas produced the following summary of the event.

The 2020 FSU Appalachian Festival was unlike any experienced in its 15-year history. COVID-19 required us to shift to a fully virtual Festival. Although that required learning new skills and relying heavily on the expertise of FSU's Tech Support, we did manage to pull off a successful three-day event, which included all of our most important elements- a film festival, symposium, and daytime festival. While I do look forward to being back in person in 2021, I am grateful for the support we received from the FSU Foundation and the businesses, organizations and businesses that sponsored the event. We learned a lot in 2020 and are currently considering how we can adapt our in-person event to include some online- streaming components.

The Festival kicked off on Thursday, Sept. 17, with a virtual film festival featuring short films produced by the Mountain Traditions Project. Each of the short films, which were produced by Michael Snyder in tandem with two FSU graduates, premiered on Youtube that evening. We had a virtual Zoom Discussion following the premier, which attracted more than 50 participants. The feedback we received from the project was incredibly positive and those films continue to draw an audience. In fact, over the last two weeks, they've been featured as part of the Mountain Traditions Exhibit at the Allegany Arts Council.

On Friday evening, September 18, we hosted a virtual Festival Symposium, "African Americans in Appalachia," with keynote speaker Frank X Walker, poet and scholar and founder of the Affrilachian movement. His talk, which focused on the history of race and ethnicity in Appalachia and how that history shaped contemporary Appalachian music, art and culture, was incredibly compelling and well received. In addition to the capstone, the Symposium featured local activists in the African American community, including leadership of the local NAACP Branch as well as FSU and ACM student leaders. Overall, the evening was an incredibly positive experience- reaching an audience of more than 80.

Saturday's Festival program was virtual. Music performances and storytelling performances premiered during the day on Youtube. And dance and songwriting workshops and community discussions were held via Zoom. Because the Youtube-based material was available for a full week or longer, we received a good deal of viewers- with some performances having more than 200 views. Our storytellers were particularly pleased with the response given that they sometimes have smaller audiences at our in-person event. We are incredibly appreciative to the performers who provided us with recordings; it can be challenging to perform and record absent an audience. Based on the feedback received, we are now considering how to live stream some aspects of the 2021 Festival in tandem with our in-person event.

Lessons learned during the 2020 pandemic are encouraging us to be more versatile in our approach to presenting and we look forward to seeing what the future holds. We thank the FSU Foundation and its supporters for the Festival's continued support!

Sincerely,

Kara Rogers Thomas

Director FSU Appalachian Festival

6. Seek a replacement for Dr. Jennifer Earles who will also head the Women's Studies program (supports goals A, B and C)

The department was very fortunate to secure a PIN position. We conducted a national search and hired an individual who shows great promise, Dr. Angela Luvara. She did her undergrad work at University of North Carolina, Chapel Hill and her grad work at Georgia State University.

7. Advocate for movement of the department to a more central location on campus (supports goals A and B)

The dean has been continually informed. We have a situation where we are not handicapped accessible. We aren't centrally located in relationship to other College of Liberal and Sciences disciplines. Our current space at 7 American was once a student domicile facility; thus our floors have bathtubs with shower accommodations. We are not visible to the student body thereby potentially impeding our abilities to practice adequate retention and mentoring.

8. Advocate that the department have more classrooms that are primarily used by the sociology department (supports goals A and B)

We continue to lack facilities (classrooms) dedicated to the sociology department. As it stands we have the two rooms on the third floor of Old Main that are considered *first-priority* by the department (recognized by other departments as sociology classrooms) to assign classes. Because of the poor conditions of these classrooms, the sociology faculty has voted that no sociology classes be assigned in Old Main on the third floor. In addition, these rooms are only accessible by stairs. The only other classroom that remains a sociology-*priority classroom* is Guild center 110.

The chair has strongly advocated, for approximately ten years, that the department be able to relocate. It was strongly suggested by a previous dean, when we were located in the basement of Guild prior to the situation with mold, that upon the completion of CCIT we stood a good chance of being able to move out of the basement. This was not the case. It has been suggested that the department has a good chance of being able to move when the new health professional building is completed fall of 2022.

9. Continue to advocate for a PIN position to replace Dr. Tony Crosby (supports goals A, B and C). **We are currently at five and a half** faculty given that the WMST coordinator is considered to be half in sociology and half in WMST. If a new PIN was granted, the new faculty person would be half in sociology and half in African American Studies.

The department is grateful and appreciative that we were able to hire a new tenure track faculty person beginning fall of 2021. Dr. Luvara replaces Dr. Jennifer Earles and will become the head of Women's Studies, teaching two Women's Studies classes (2 WMST Intro courses) and two sociology classes each semester.

The department is in a unique position given that it houses 4 elective AAST courses within the sociology curriculum. The department recognizes that resources across the university are lean. The department would be pleased, in an effort to get back up to **6 faculty members**, to do the same with AAST, to establish an MOU that would allow us to hire someone who would teach two sociology and two AAST classes. This individual would also coordinate the AAST program.

The AAST program has been in need of a permanent head since its inception almost twenty-five years ago. The department and the AAST program would probably accept someone who was ABD with the hope that they would stay after completion of their doctoral work.

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?:

Given the financial limitations of the university, there were no additional financial allocations facilitated by the department. The addition of a replacement faculty member was definitely appreciated.

The impact of trying to achieve strategic plan items has increased conversations within the department about how realistic our desires can be and if strategic plans are more likely to represent existing conditions rather than the potential of a department to move forward and to demonstrate to those outside the department what we could be rather than what we already are. Items on the strategic plan sometimes give the impression of overall maintenance rather than movement forward. Traditional strategic plan items such as promoting professional development weren't present on the strategic plan. The chair believes that the opportunity to do research, present papers, and to publish, even though the emphasis at the institution is teaching, is vital so that professors have modern and innovative information to share with their students.

The strategic plan has made sociology faculty more aware that in order to achieve the department's mission and vision that all items on a strategic plan are intertwined with each other. Issues pertaining to available resources to hire more faculty, enrollment numbers in different courses, an emphasis on a curriculum that emphasizes diversity, the morale of the sociology faculty, the physical facilities available to the department to hold classes and to have offices, retention issues that include the ratio of teachers to students in the classroom, the opportunity to

conduct research, sponsorship and participation in campus events, all are interrelated, particularly during a time period with significant financial constraints.

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

Aspects of the department's strategic plan continue to be discussed at department meetings. Plan and outcomes are shared with the Dean's Office and put on Compliance Assist.

Evidence, artifacts, and or back up documentation:

Theatre/Dance

AY 2020-2021 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

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) ONGOING
2. The Department will pursue opportunities for a studio space for Design/Technology track and storage usage.(FSU Strategic Goal #4) COMPLETE
3. The Department will pursue University support to hire three new faculty members.(FSU Strategic Goals #1, 2, 4) ONGOING
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) ONGOING
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) ONGOING

Start:

7/1/2020

Providing Department:

Theatre/Dance

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

During the 2020 – 2021 academic year, Theatre and Dance focused action priorities on all areas of the strategic plan. Given the severity of the pandemic on the performing arts, our primary focus was to sustain operations during the coronavirus pandemic.

1.a. CORONAVIRUS SAFETY AND PLANNING: Conduct reading, research, and planning to make safe decisions about the production season and classes during the coronavirus pandemic.

(Strategic Plan Alignment: University #1, CLAS #1, #2, Department #2, #3, Department Strategic Plan #1)

1.b. COLLABORATION: Create connections across disciplines and departments to navigate challenges of coronavirus pandemic on performing arts.

(Strategic Plan Alignment: University #1, #2, CLAS #1, #2, Department #2, #3, #5, Department Strategic Plan #1, #5)

2. STORAGE INVENTORY: Continue inventory and assessment of costumes and scenery to maximize efficiency in storage units.

(Strategic Plan Alignment: University #4)

3. RESOURCES: Continue to advocate for critical resources for the department.

(Strategic Plan Alignment: University #4: University resources and developing a recruitment and retention plan, CLAS #4, Department #1, #3, Department Strategic Plan #1)

4.a. RETENTION: Implement retention strategies to help students engage and connect during the coronavirus pandemic.

(Strategic Plan Alignment: University #1, #2, #4, CLAS #5, Department #4, Department Strategic Plan #4)

4.b. RECRUITMENT: Work with admissions on a recruitment plan to reach prospective students during coronavirus pandemic.

(Strategic Plan Alignment: University #4, CLAS #5, Department #4, Department Strategic Plan: #4)

5. CURRICULUM REVIEW: Review curriculum.

(Strategic Plan Alignment: University #1, #2, CLAS #1, #4, Department #1, #2, Department Strategic Plan #5)

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

1.a. CORONAVIRUS SAFETY AND PLANNING: Conduct reading, research, and planning to make safe decisions about the production season and classes during the coronavirus pandemic.

Measurement was based on the successful use of reading and research to guide policies and procedures for the production season and performance-based classes.

1.b. COLLABORATION: Create connections across disciplines and departments to navigate challenges of coronavirus pandemic on performing arts.

Measurements were based on evidence and numbers of interdisciplinary collaborations among colleagues and departments.

2. STORAGE INVENTORY: Continue inventory and assessment of costumes and scenery to maximize efficiency in storage units.

Measurement was based on the creation of a sustainable strategy for the maintenance and organization of costume shop inventory.

3. RESOURCES: Continue to advocate for critical resources for the department.

Measurement was based on evidence of advocacy for critical resources such as numbers of faculty/staff hired and grant/scholarship money awarded.

4.a. RETENTION: Implement retention strategies to help students engage and connect during the coronavirus pandemic.

Measurement was based on continued student engagement and numbers of productions despite difficult circumstances of pandemic on production season and performance-based programming and classes.

4.b. RECRUITMENT: Work with admissions on a recruitment plan to reach prospective students during coronavirus pandemic.

Measurement was based on the number of and implementation of online recruitment strategies to replace in-person recruitment events. Numbers of prospective students/new majors were tracked.

5. CURRICULUM REVIEW: Review curriculum.

Measurement was based on curriculum review among department members and the implementation of and number of necessary changes proposed.

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

N/A

What were the results?:

1.a. CORONAVIRUS SAFETY AND PLANNING: Conduct reading, research, and planning to make safe decisions about the production season and classes during the coronavirus pandemic.

Department Shared OneDrive Folder

Created department folder to share research, planning, and best practices for live performance and academics during the pandemic. Extensive research was conducted on State of Maryland mandates for live performance, mask safety, live-streaming events, and box office procedures. Research on best practices in the field led to the development of policies and protocols within the department. (Shared folder available upon request.)

Shop Protocols Document

Based on guidelines and research, department members created a shop protocols document with best practices for operating the costume shop, scene shop, and electrics crew during the pandemic. This document was shared with students and faculty/staff at start of F20 semester. Stakeholders oversaw implementation and updates during the academic year.

Classroom and Studio Safety

- Academic and studio/shop spaces were taped out to ensure social distancing. In PAC 224, our rehearsal space, individual units/cubbies were assigned to students for use during classes and rehearsals. Large storage units in 224 that usually hold student materials in close proximity were locked for the academic year.
- Stations were created in shops to conduct temperature checks and sanitizing prior to practicums.
- No touch thermometers were obtained for the department. Temperature checks were conducted before all performance-based classes and activities, including rehearsals. Theatre students were expected to conduct daily check-ins, follow FSU's Social Compact guidelines, and adhere to a "Theatre" bubble during academic year.
- PPE: Researched PPE needs for performing arts and advocated for PPE resources.

2020-2021 Production Season

As of January 2020, the department had a production season planned for the next academic year. Once it was clear that the pandemic would change our ability to produce productions safely, the department met regularly during the summer of 2020 to discuss revisions to the season. Ongoing discussions were based on State of Maryland and FSU mandates and Phases 1-3 of the Governor's reopening plan. Due to the evolving nature of the pandemic and FSU guidelines, this was a challenging and difficult process. Below is a glimpse at how our production season changed.

2020 – 2021 PRODUCTION SEASON	
ORIGINAL PLAN FOR LIVE PERFORMANCE	REVISED PLAN FOR LIVE AND STREAMED PERFORMANCES
Charlotte's Web (Children's Production to be performed for over 4000 K-5 kids in the schools and at FSU.)	Charlotte's Web (Performed in masks and without children due to FSU's restriction on guests visiting campus. Tour was shut down due to pandemic. Performers performed with social distance and in masks to socially distanced audiences).
Proof (cancelled due to pandemic)	Social Media Massacre (replaced <i>Proof</i> and produced as an alumni workshop through the New Works Incubator Project with Keenan Scott II. Workshop and reading held online)
Victory Farm (This is a musical, and musicals produce a lot of aerosols. The show as cancelled due to the high-risk nature of singing.)	Spoon River Anthology (This show was selected due to the monologue performance format of presentation. When Phase 3 did not allow performers to act without masks, the show was postponed.)
Martin and Margaret & the MINDSWAP (This show was cancelled in March 2020 due to the pandemic. We hoped to remount it during spring 2021, but the pandemic and social distancing guidelines forced cancellation.)	Seven Keys to Baldpate (This show was selected because it could be produced as a radio show with social distancing. The show was live-streamed on YouTube in collaboration with the Dept. of Communication and performed before a socially distanced audience.)
Dance Concert (intended for live performance)	Dance Concert (Instead of a live performance event, the concert was produced as a streamed concert with dancers in masks. A student videographer was hired to film and produce the concert.)
Antigone (replaced)	Spoon River Anthology (The production team remounted this from fall 2020, adjusting regularly to the evolving mandates along the way. The show was performed before a socially distanced audience with actors socially distanced and in masks.)

FSU Covid-19 Meetings

During the summer of 2020, the chair attended numerous meetings focused on academics and advocacy for the performing arts during the Coronavirus pandemic. Significant among these was the Fall Academic Planning/General Academic Planning ad hoc committee, as well as committees focused on: Large Scale Events Workgroup, Event Production and Facilities Management, Events LiveStreaming, Performing Arts and Studio Spaces/Labs, and PAC Traffic Flow.

Covid-19 Routine Testing

- Advocated for students and department members to be tested regularly during F20 semester due to high-risk nature of performance-based classes and productions.
- Advocated for performing arts students to be treated similarly to athletics students with regard to testing.
- Met with Troy Dell and Sara-Beth Bittinger about athletics protocols for testing and associated costs.
- Generated list of student names to be pulled into routine testing and shared with Provost's office. For most weeks, the university pulled a sample test of Theatre student population. Towards the end of the fall semester, students and faculty were pulled in for bi-weekly tests.

Covid-19 Theatre Bubble

With the help of shops and directors, the department developed protocols that addressed safety in practicum-based classes, performance classes, and rehearsals for F20 semester.

- Emailed students during spring and summer 2020.
- Sent letter to returning and new students listing expectations, protocols, and procedures for department during F20 semester.
- Created PDF with new policies and plans.
- Sent reminder about safety and social distancing to students mid-way through fall semester.

1.b. COLLABORATION: Create connections across disciplines and departments to navigate challenges of coronavirus pandemic on performing arts.

Interdisciplinary conversations during the FY21 year played a critical role in sustaining operations and programming. The Department of Theatre and Dance is grateful for countless conversations across the university that aided in the sharing of resources, knowledge, and decision-making.

Cultural Events Series

Held regular discussions with CES about performance guidelines during the pandemic. Shared resources, planning, ideas, and knowledge. CES generously provided front-of-house support for Theatre and Dance on the following productions: *Charlotte's Web*, *Seven Keys to Baldpate*, and *Spoon River Anthology*. They also co-sponsored *Social Media Massacre* and the Dance Concert, our online events, and helped set up an audience questionnaire for Social Media Massacre. The interdisciplinary collaboration with CES in FY21 was invaluable.

Department of Communication

Theatre and Dance partnered with the Department of Communication on the spring production of *Seven Keys to Baldpate*. Produced by Melanie Lombardi and directed by Darrell Rushton, the show was live-streamed through Theatre and Dance's YouTube channel, which was created during covid. Dr. John Lombardi also created a Podcast of the show with Mass Communication students.

https://www.times-news.com/community/fsu-collaboration-presents-seven-keys-to-baldpate/article_46030fc8-777f-11eb-b3c0-8790ddb4beeb.html

91.9 WFWM

WFWM broadcast a radio recording of *Seven Keys to Baldpate* on May 18, 2021 and contributed to advertising theatre events.

Departments of Nursing and Athletic Training

Fall 2020: On November 16 and 18, 2020, students and faculty members (Darrell Rushton and Nicole Mattis) performed online tele-health simulations for NURS 660 labs (Dr. Jill Buterbaugh) on hypertension, irritable bowel syndrome, GERD, concussion, hypertension, type 2 diabetes, and exercise induced asthma. These shifted from in-person to tele-health visits due to the pandemic.

Spring 2021: The THEA 490 Acting in Simulation class (Darrell Rushton and Nicole Mattis) partnered with the AATR 485 Capstone II in Athletic Training (Dr. Jackie Durst) and NURS 651 (Dr. Jill Buterbaugh) to perform simulations for athletic training and nursing students. Among these were cardio tests, an on-field spleen injury, and health intakes.

2. STORAGE INVENTORY: Continue inventory and assessment of costumes and scenery to maximize efficiency in storage units.

New faculty member Danielle Preston took over maintenance and organization of the costume shop storage unit during fall 2020. She hired three federal work-study employees to help with organization and cleaning of the unit and began to sort through thousands of garments, shoes, hats, purses, and costuming accessories. The department purchased 10,000 FSU clothing tags for sewing into garments, pants hangers, hooks, and garment reach sticks. Hats, shoes, and men's pants were relabeled. The process is ongoing. An action plan was established that addresses: relabeling costumes, reorganizing the notions and buttons, jewelry, accessories, cleaning, and reorganizing. The costume shop itself was restructured and organized with a new washing machine, a new ironing board area that was built and installed by scene shop foreman, Aaron Bittner, decluttered changing rooms, and other adjustments that addressed efficiency and safety in the workspace.

The scene shop addressed the following scenery issues with the assistance of the student master carpenter:

- Pins were pulled from the Wenger unit storage. The entire unit was reorganized and cleaned so that all items fit and can be accessed easily. Bent brackets and legs were repaired.
- A 4'x10' L-shaped bar was pulled from storage and resized to create a "covid check-in" counter for the scene shop.
- Broken "storage cabinet doors" were removed from the costume storage area. Broken glass, which is a safety issue, was disposed of. Wooden frames were repurposed.
- A desk in the costume shop was deemed hazardous. The item was dismantled and disposed of. Handles and hardware were repurposed. Steel was recycled.
- Four old and overused 4'x4' wooden platform were removed from storage, dismantled, and repurposed. The repurposing offset the budget by \$400.
- Demolished, repurposed and recycled two odd-shaped 4'x8' steel frame platforms.
- Demolished one 4' church pew and three chairs that were damaged beyond repair.

- Tore down and repurposed three “single step” units for scenery construction.
- From university carpenters, recovered a 4’8’ sheet of homasote (used for chalkboard backing, a \$40 value) to build a custom gravity ironing table for the costume shop.

3. RESOURCES: Continue to advocate for critical resources for the department.

Faculty and Staff Positions

During fall 2020, PIN requests for three positions were submitted to the CLAS Dean’s office. These included: Costume Shop Supervisor (conversion of FTNTT to staff PIN), Dance Faculty member, and Technical Director (conversion from FTNTT to staff PIN).

The department was awarded a *part-time*, non-tenure track position in dance at the end of the fall term. The department organized and conducted a search during the spring semester, leading to the hiring of Kristin Kavanagh for fall 2021.

Additional advocacy with CLAS Dean and Provost's office occurred throughout academic year during chair check-ins and through email, especially the spring 2021 semester. This was particularly the case for the costume shop supervisor position.

Grants and Sponsorships

- The department pursued and secured grants to offset recruitment and retention costs.
- Awarded \$1250 FSU Foundation Opportunity Grant to support the Mountain Maryland Theatre Festival (rolled over to FY22 due to cancellation of MMTF during pandemic)
- Awarded \$1,000 FSU Foundation Opportunity Grant to support the New Works Incubator Project with Keenan Scott II
- Awarded \$1,500 Allegany Arts Council General Operating Grant to support Mountain Maryland Theatre Festival (Returned due to cancellation of MMTF during pandemic)
- Secured an additional \$1,250 in grants and sponsorship to support the New Works Incubator Project with Keenan Scott II from: University Council on Diversity, Equity, and Inclusion, Office of Diversity, Equity, and Inclusion, African American Studies, Department of Communication, and the Cultural Events Series.

Like most academic areas, the Department of Theatre and Dance suffered a budget cut approximating 10%, which resulted in a reallocation of resources in FY21.

4.a. RETENTION: Implement retention strategies to help students engage and connect during the coronavirus pandemic.

Alumni Connections

- Q&A Jessica Dukes: The department organized and moderated a Q&A with Theatre alum, Jessica Dukes, who is currently appearing in the hit Netflix series, *Ozark*. Current Theatre and Dance students met with Ms. Dukes via Microsoft Teams on October 30, 2020.
- Q&A Keenan Scott II: The department organized and moderated a Q&A with Keenan Scott II (*Thoughts of a Colored Man*, Broadway). Current Theatre and Dance and Communications students met with Mr. Scott via Microsoft Teams on November 13, 2020.
- New Works Incubator Project: The Department brought Keenan Scott's original idea of the New Works Incubator to FSU with Scott as the guest artist. He brought his play, *Social Media Massacre*, into an online workshop with Theatre students, November 2020. Eleven FSU students and three faculty members engaged with Scot during the online workshop.
- *Social Media Massacre garnered national attention in press from BroadwayWorld:*
<https://www.broadwayworld.com/tallahassee/article/FSU-New-Works-Incubator-Project-Features-Original-Play-by-THOUGHTS-OF-A-COLORED-MAN-Playwright-Keenan-Scott-II-20201030>
- Nicole Nelson: Theatre alum and actor Nicole Nelson (Willig) was brought in as a guest for THEA 490 Acting in Simulation to talk with students about simulation work in Los Angeles. She took questions from students about the simulation field, her experience in simulation, and the entertainment business of Hollywood.

Additional Retention and Support Events

- Society of American Fight Directors Adjudication: Students enrolled in THEA 360 State Combat and the student run Savage Mountain Stage Combat Club tested with SAFD Fight Master Robb Hunter. Six students received "recommended" passes in single sword or broadsword and fifteen students received "basic" passes in broadsword or single sword during the fall and spring semester.
- Theatre and Dance Fall Gathering: The department sponsored an outdoor pretzel and cider event for students and designed a covid/social distancing t-shirt as a give-away. Pretzels, cider, and t-shirts were supported through FSU Foundation funds.
- Game Nights: As a way to keep students engaged, new faculty member Danielle Preston held two game nights for students on October 28, 2020 and

April 22, 2021 in PAC 224. The room, which could hold sixteen people with social distancing guidelines, was maxed to capacity during both events.

- Headshots: During fall 2020, the department sponsored a photoshoot with professional photographer, Brian Offidani. Partially supported through the Gary Cook Professional Development Fund in the amount of \$335, sixteen Theatre and Dance students had headshots taken.
- Communication with Students: Students received regular emails during summer, fall 2020, and spring 2021 regarding department procedures and protocols, changes, events academics, and opportunities.
- Majors/Minors Meeting: A majors and minors meeting was held on February 4, 2021 via Microsoft Teams.
- Production Season: Despite all odds, the department continued to support a production season, providing high impact practice opportunities in the areas of leadership, performance, and design. See #1.a. above.
- Halloween and Valentine Give-Aways: Department members donated items to create take-away bags for students on Halloween and Valentine's Day.

4.b. RECRUITMENT: Work with admissions on a recruitment plan to reach prospective students during coronavirus pandemic.

For a field that thrives on in-person communication, the pandemic made recruitment very difficult. All traditional recruitment methods (high school theatre festivals and productions) were cancelled due to the pandemic. This included the cancelation of our own recruitment event, the Mountain Maryland Theatre Festival.

- Admissions: On November 6, department members met with Interim Admissions Director, Bill Kraus, to discuss recruitment strategies for Theatre and Dance during the pandemic. Worked with newly appointed director, Natalie Wagoner, on Talent in the Arts recipients.
- Talent and Entrance Scholarship Auditions: Created PDF with audition and interview requirements for Talent in the Arts scholarships and implemented an online method for prospective students to send in auditions and schedule interviews. Department members viewed online auditions submissions and conducted interviews via Microsoft Teams.
- Correspondence:
 - Sent e-letter to prospective students on December 17, 2020 with audition/interview criteria for Talent in the Arts scholarships.

- Made phone calls to prospective students during spring 2021 semester.
- Sent text messages to prospective students during spring 2021 semester.

5. CURRICULUM REVIEW: Review curriculum.

The department engaged in curriculum review during the fall 2020 semester. Based on assessment in THEA 308 Directing, the department decided to make a change to the Theatre minor. The instructor of this class found that Theatre minors are often less prepared for Directing than Theatre majors. For this reason, we added a category for students to select one of two courses: THEA 308 or THEA 202.

Additionally, based on student interest in our new Acting in Simulation class, we added it to the elective category in the Acting track. Other aspects of the curriculum were cleaned up and refined. The curriculum proposal went through governance and was passed by faculty senate during the spring 2021 semester.

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?:

FY21 was a challenging year for the Department of Theatre and Dance. Academics and the production season were significantly impacted due to the coronavirus pandemic and state-wide restrictions on live performance. Live performance and collaboration in groups is what we do, and we could not do it easily with the restrictions. Yet, we persevered and the department has a lot to be proud of. The department conducted significant research on best practices for performance-based classes and productions during the academic year and found ways to maintain engagement with students despite the daily obstacles.

Informed by the FY20 department plan report, we wanted to create a connection between alumni and current students. The increase in online technology, like Zoom and Microsoft Teams, allowed us to do that and the online experiences turned out to play a significant role in retention initiatives last year. Additionally, this technology allowed us to connect to recruitment in new ways. Safety was a major factor in most decision-making in AY21. Based on the knowledge gained from those experiences, the department is better poised to enter the 2021-2022 academic year.

Significant changes have not occurred in terms of resourcing, but a 20% budget reduction over two years is forcing the department to proceed with programming cautiously and engage in unfortunate discussions about operations and spending.

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 2020-2021 academic year. Actions appeared in print on meeting agendas. Action highlights were shared with the Dean of CLAS and other administrators during chair check-ins, CLAS Chairs meetings, and through campus-wide emails.

Evidence, artifacts, and or back up documentation:

Attached Files

[1.a. Coronavirus Safety and Planning Support.pdf](#)

[1.b. Collaboration.pdf](#)

[5. Curriculum Review.pdf](#)

[3. Resources.pdf](#)

[4.b. Recruitment.pdf](#)

[2. Storage Inventory.pdf](#)

[4.a. Retention.pdf](#)

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2020

Providing Department:

Theatre/Dance

End:

6/30/2021

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:

Theatrical Studies

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start:

7/1/2020

Providing Department:

Theatrical Studies

End:

6/30/2021

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:

Visual Arts

2020-2021 Visual Arts Department 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:

7/1/2020

Providing Department:

Visual Arts

End:

6/30/2021

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. Reengage in developing 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. Develop strategies to engage with students in these courses regarding our programs.

3c. Encourage students to join and participate in Arts Connection and other clubs while providing quality faculty support and advisement.

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.

- Experiential learning opportunities were greatly hindered due to hybrid and remote instruction.
- Professors Lester, Odone and Brown hosted virtual guest artist lectures and demonstrations.
- Senior exhibitions in the Roper Gallery resumed in the Roper Gallery, with one each semester. Covid restrictions were in place for both. The department also resumed the All-Campus Juried Student Exhibition in April 2021, with Professor Jennifer Brown as the juror.

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

- All faculty successfully completed the Hours to Hybrid training provided by Instructional Support Services and responded well to the challenges posed by teaching studio arts courses in online and hybrid formats.
- 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. Further technological adaptations were made in graphics, illustration, and other focus areas to find ways to engage studio art students in a largely virtual educational setting. Professor Odone utilized Miro software to enhance visual collaboration in his virtual courses, and a number of other faculty adopted programs like Procreate for digital sketching and painting. The department will continue to assess technological changes in relevant fields and adapt curriculum to support current practices. Professor Hein attended the annual SPE (Society for Photographic Education) conference, which includes pedagogical discussions. Professor English attended and participated in the virtual 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.

- While no students undertook internship work, Professor English furthered discussions with Allegany Arts Council and HubZone about future opportunities. Professor Dodge arranged on-campus employment for three students with BURG Peer Education Network.

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

- Most collaborative efforts were put on hold due to pandemic restrictions.

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

- Evaluation of ART 100 and 111 will take place in 2021-22 as part of the GEP Learning Outcomes review process. This will be the first time that Visual Arts will be participating. Professor Hein is serving as the Visual Arts representative on the GEPRC.

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

- The Department Curriculum Committee and faculty have agreed that changes to the current curriculum are on hold until we have a more stable sense of enrollments after the pandemic. We have revised our scoring rubrics for ART 291 and 491 to weight individual categories and align numerical scoring with the University grading scale. These changes should create a more honed and informative assessment.

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.

- For 2.a. and 2.b. Professors Lester and English participated in the local "Queer Sensibilities" pop-up exhibition, hosted by the Cumberland Pride Festival. Professor Lester was a member of Creative Community Creating Unity, a group of students and professionals from Frostburg State, Allegany College, The Allegany Arts Council, and the local NAACP chapter. She also juried the Allegany Arts Council Members' Exhibition. Professor Hein led a gallery talk at the Allegany Arts Council's Will's Creek Photography Exhibition. Professor English participated in a live art-making and auction portion of the Gilchrist Gallery's Summer Fundraising Gala and Garden Party.

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

- Professor Brown hosted alumna Nikki Mizak in her ceramics classes. The pandemic has complicated this sort of programming, but Professor English has begun reaching out to alumni as a result of last year's Program Review.

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 continue to plan 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.
- Professors Lester and English participated in a virtual open house at Anne Arundel Community College, which was attended by eight of their current students. We look forward to participating in future events.
- Professor English sent welcome letters to accepted students. The department Recruitment and Retention Committee also initiated an email campaign through Constant Contact, which resulting in an average read rate of 42%. Emails included welcome letters, examples of student work, student and alumni success stories, and most importantly, announcements and information about our scholarships for first-year and transfer students. Fourteen students who were on the email list were enrolled at FSU as Art and Design students in fall 2021. We plan to do more snail mail marketing, including stickers, brochures, and other "swag".
- Dr. English met with four prospective students and their families on informal campus visits. They were all juniors in high school.

- Despite general declining enrollments at FSU, the Visual Arts Department increased first-year enrollments by three to 17 for the Fall 2021 semester. Although this is still a decrease from our highs four-five years ago, it may show that our communication and marketing efforts did have an effect in hedging further decreases.

3b. Assess efficacy of GEP and Tech Fluency courses with regard to recruiting new majors and minors. Develop strategies to engage with students in these courses regarding our programs.

- 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 ongoing discussions during faculty meetings about the importance of Art Appreciation and other GEP and courses 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 Connection and other clubs while providing quality faculty support and advisement.

- Professor Lester is serving as a very active advisor for E.A.S.E. (Enriching Artists Successfully Everyday), which has increased its membership from five to 12 over the past year. E.A.S.E. has participated in the Block Party and other campus organization events.

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.

- These activities for 3.d. and 3.e have been largely curtailed by the constraints of the pandemic.

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 department was unsuccessful in receiving a new Graphic Design PIN. However, we have successfully replaced three retirements between 2019-2021, albeit with FTNTT employees rather than PINS. Our PINS have decreased from eight to five in a matter of two years. This negatively affects service participation at the department level, but also beyond. Despite these unfortunate changes, our FTNTT hires have been excellent so far and have brought new energy and ideas to the department.

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

- Professors Lester and English successfully campaigned for \$25,000 in much-needed improvements to the Roper Gallery. cracked and dilapidated walls were dry-walled, and carpeting was replaced with tiles that are much easier to maintain. We look forward to replacement windows, which have been delayed for two years.

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

- The department utilized surplus studio fees and budget allocations to create a mat cutting and mounting preparation room on the second floor of Fine Arts (converted from a formerly disused storage room). We purchased a new state-of-the-art mat cutter. This new space should contribute to a higher quality student experience and enhance their ability to achieve professional standards of presentation for their printed work.

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 year, so we were unable to reallocate or redistribute most 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.

We maintained much of our last strategic plan, not wanting to make changes in the midst of the pandemic's upheavals. We plan to make any necessary revisions in 2022, foreseeing a return to relative predictability. Resources need to be reallocated from studio budgets (derived from student fees) and department operating budget to meet strategic planning initiatives regarding facilities and recruitment of students. As needs shift back to classroom materials and studio maintenance, these funds will likely not be reallocated again.

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. Strategic plans and results were shared with the Dean's Office and put into Compliance Assist.

Evidence, artifacts, and or back up documentation:

College of Business, Engineering, Computational & Mathematical Sciences

2021 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 University Strategic Goals I, II, III, and IV

GOAL 2: Attract, develop, retain, and place a diverse population of students.

Supports University Strategic Goals II and IV

GOAL 3: Promote economic development

Supports University Strategic Goals III and IV

Start:

7/1/2020

Providing Department:

College of Business, Engineering, Computational & Mathematical Sciences

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Goals 1,2, and 3: Note that all **Department level reporting** rolls up to College level and individual departmental CA plan reports are herein assumed as part of the College level plan but are **not repeated here to eliminate redundancy**. Please read those unit reports for additional college level activity. **Below are College level tactical activities that would not normally be reported at the departmental level.**

Tactical Initiatives (Priorities and Plans) in support of Goal 1: Create and deliver superior academic programs that prepare students for professional success. Note that the primary activity in the creation and improvement of academic programs happens at the faculty led departmental level and is reported in Departmental Plans. College level initiatives are noted below.

Tactical Initiative 1A: Assurance of Learning assessment and reporting in Fall of 2020 for Continuous Improvement Report required in advance of AACSB re-accreditation visit in Fall of 2021. See Attached report.

Tactical Initiative 1B: Create events designed to prepare students for careers. Various student clubs and our Professional Development course faculty will sponsor guest speakers.

Tactical Initiatives (Priorities and Plans) in support of Goal 2: Attract, develop, retain, and place a diverse population of students. While reported elsewhere it is important to point out that the College supports the development of new market niches of students such as the working adult and this is addressed in the Management department reporting on certificate development. Plan assessment and results, etc. are reported there. Likewise the reporting elsewhere on the development of foreign partners is important to the College's efforts at recruiting students. Placement of students occurs not only with a curriculum designed to provide students with needed skill sets as demonstrated by Departmental level reporting on new courses and programs but also by an effective internship programs to introduce students to potential employers while developing on the job experience as reported in placement in internship programs and other experiential projects as outlined in the department level reports.

Tactical Initiatives (Priorities and Plans) in support of Goal 3: Promote economic development. This effort's primary objective is supporting the plans of the State's Workforce Development initiatives. This is accomplished by Departmental actions reported at that level to provide a continuous update of curriculum content designed to prepare students for that workforce.

Tactical Initiative 3A: Develop partnerships both internally with other University departments and externally with Community Colleges and employers.

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

Tactical Initiative 1A: Rubric scores and test scores as well as longitudinal analysis for the 5-year accreditation cycle.

Tactical Initiative 1B: number of events and participation

Tactical Initiative 2: overall rate of internship and job placements

Tactical Initiative 3A: Number of Community College articulations, interactions with other University departments, and outside entities.

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

Tactical Initiative 1A: Various courses are used to assess learning goals and overall learning assessments. Annual reports studied for longitudinal results.

Tactical Initiative 1B: count events and students attending

Tactical Initiative 2: Through exit surveys

Tactical Initiative 3A: logging and reporting of articulation agreements and count of internal/external partnerships

What were the results?:

Tactical Initiative 1A: See AoL Report attached.

Tactical Initiative 1B: Professional Development course counts are dependent on the enrollment each semester but ranges between 70-100 students.

Tactical Initiative 2: While exit survey participation is low at 9.4% if we conclude that the sample is representative of the population we can report that 46% of students have internships before graduation and 39% have jobs at graduation (27% have jobs lined up in their field/major). Note that this survey is done towards the end of the students' Senior year and they may not have worked their way through the job market completely yet.

Tactical Initiative 3A: 3 updated articulations with Community Colleges; 1 program development with engineering for the new Life Cycle Facilities Management major; 2 outside entity programs for potential career development programs

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?:

Tactical Initiative 1A: The greatest impact was re-accreditation for another five years. Upcoming focus is to revise learning goals, evaluate and create new rubrics as necessary, develop a new testing schedule and revise any procedures as determined by the new 2020 AACSB accreditation standards. There was a restructuring of the AoL committee and its efforts.

Tactical Initiative 1B: Successful events lead to events staying in our planning efforts with new topic or additional events planned for the upcoming period. While pandemic protocols slowed this down somewhat, planning is moving to virtual events for the time being. We have also renewed the charge for the Student Engagement Committee and revised its membership. We have also instituted new funding for student engagement efforts.

Tactical Initiative 2: Impact on operation occurs with continued emphasis/focus on internship placement and trying to improve participation in exit surveys. No reallocation of resources planned.

Tactical Initiative 3A: Difficult to assess articulation agreement attraction of students during a period of general enrollment declines. Inclusion of some Management courses in the curriculum of the LCFM program. Work on attracting HeiTec employer personnel to MBA program. Extensive work with Optimize Renewables to partner with Community Colleges and FSU in workforce development.

Enrollment issues still cloud assessment efforts attracting new students. LCFM program is in operation and will generate some SCHs of CoB classes used in their program. Ongoing efforts with OR to develop workforce initiatives.

No shifting or reallocation of resources because additional demands can be absorbed in enrollments.

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

Tactical Initiative 1A: The attached report was widely disseminated to stakeholders including faculty, the Advisory Board, GLAGG/SLAGG. and so on.

Tactical Initiative 1B: Events are regularly reported in the CoB newsletter.

Tactical Initiative 2: Exit survey results distributed at the college level.

Tactical Initiative 3A: There are some news releases internally/externally.

Evidence, artifacts, and or back up documentation:

Attached Files

[FSU-CoB 2020 CIR Report - Assurance of Learning.pdf](#)

Accounting

2021 ACCT Annual Report

Specify your Division/Department Goals Priorities.:

- GOAL 1: Create and deliver superior academic programs that prepare students for professional success.
- Supports University Strategic Goals I, II, III, and IV
- GOAL 2: Attract, develop, retain, and place a diverse population of students.
- Supports University Strategic Goals II and IV
- GOAL 3: Promote economic development
- Supports University Strategic Goals III and IV

Start:

7/1/2020

Providing Department:

Accounting

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- Goal 1 A: Create and deliver programs to enrich the College of Business curriculum and meet workforce development expectations. FSU
Goal 1A/4A/4B

Tactic1A1: Assess current programs and introduce new offerings in emerging fields. Review of the ACCT discipline - one new course added and changes made to the ACCT minor - ACCT101

Tactic1A2: Implement and assess the collaborative program with Hunan University of Technology and Business (HUTB), China. - maintained the agreement amid pandemic restrictions

Tactic1A3: Introduce new offerings in emerging fields - implemented external QuickBooks certification into an existing ACCT 305 course.

Goal 1 B: Advance experiential/applied education and engagement of students in curricular and co-curricular activities. FSU Goal 1B/3B/4B

Tactic1B1: Utilize strategies that advance experiential education and engage students in co-curricular activities

Tactic1B2: Promote and encourage students to engage in professional student organizations.

Goal 1 C: Engage businesses/employers, community partners, and the CoB Advisory Board members to enhance learning and career development of students. FSU Goal 1B/2B/3A/3B

Tactic1C1: Involve local business and/or board members in the creation and implementation of curricula for new programs. - Hired a local CPA Partner/FSU alumni as adjunct for a course while faculty was on FMLA

Tactic1C2: Enlist board members, alumni, and distinguished business leaders to serve as guest speakers in targeted classes.

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

Tactic1A1: Headcount, SCH

Tactic1A2: SCH

Tactic1A3: SCH, number of certified students

Tactic1B1: Number of employers served, number of students participating, SCH generated, continuation of programs

Tactic1B2: Number of events held by the Accounting Association, number of active members

Tactic1C1: Number of students enrolled, SEI ratings

Tactic1C2: Number of presentations, events, people involved

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

Tactic1A1: First course offering in Spring 2022, will assess SEI ratings, and SCHs - headcount now at 26 enrolled

Tactic1A2: Will assess SEI ratings of instructors involved and number of students/SCHs

Tactic1A3: Review of SEI ratings as well of number of certified users post course

Tactic1B1: Use reviews from internships, partnerships with firms, outreach/feedback surveys

Tactic1B2: Will assess the number of events coordinated, the number of members, the overall experience within the program.

Tactic1C1: Review SEI ratings, student comments, adjunct comments.

Tactic1C2: Ongoing

What were the results?:

Tactic1A1: enrollment currently at 26 for a first time course offering in Spring 2022

Tactic1A2: 123 students enrolled in ACCT 211 for Summer 2021 - generating 369 SCHs

Tactic1A3: 9 students externally certified within two semesters

Tactic1B1: VITA was not able to be offered due to the pandemic, 8 internships between Fall 2020 - Fall 2021

Tactic1B2: Ongoing - COVID-19 interrupted the normal course of event offerings

Tactic1C1: 100% participation from students enrolled in the ACCT420 Fall 2021 course

Tactic1C2: Ongoing - COVID-19 interrupted the normal course of event offerings

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?:

Tactic1A1: Focus: assess the first offering of the course and hope to extend the course to the GEP and CoB Core to address the serious lack of financial skills among college students;
Resources: additional resources would be needed to teach large/more sections of this course

Tactic1A2: A successful teaching with HUTB even though COVID-19 required a virtual teaching method.

Tactic1A3: Continual support from the College of Business to continually certify Accounting students with an extremely essential workplace tool (QuickBooks). Adapt to the changing software over time.

Tactic1B1: Strive to bring VITA back into the department by Spring 2023 to bridge the community and university, offer a sought after service. Continue to advertise internships. Partner with firms to host a recruiting event for them on campus.

Tactic1B2: To get a more active Accounting Association that can grow it's member base and offer experiences for ACCT majors and the university population at large

Tactic1C1: Continually assess the value of practitioners teaching certain types of classes when needed to bridge the gap between higher education and the public accounting domain.

Tactic1C2: To help bridge the gap between academic and professional network in the profession.

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

Tactic1A1: Department consensus for creating a new course ACCT101 to address the lack of financial literacy among students.

Tactic1A2: ACCT department faculty continually engage with the HUC program to teach ACCT 211 (Introductory Accounting) in China - travel was not possible in Summer 2021 due to the pandemic, but teaching occurred virtually

Tactic1A3: Department consensus for utilizing/incorporating an external certificate within a course requirement.

Tactic1B1: Internal communication with VITA Coordinator and administration. Internal communication through the FSU network and partnership/recruiting communication with external accounting firms

Tactic1B2: Internal communication through the FSU network

Tactic1C1: Internal communication through the FSU network and partnership/recruiting communication with external accounting firms

Tactic1C2: Internal communication through the FSU network

Evidence, artifacts, and or back up documentation:

Computer Science and Information Technology

New Departmental Annual Report Item 2020-2021

Specify your Division/Department Goals Priorities.:

1. Complete a catalog review to ensure that course offerings and prerequisite structures allow students to properly plan and ensure a four-year time to graduation for students properly.
2. Update the CSIT website to ensure some artifacts that show potential students the clubs, projects, activities, and future job opportunities. Also, ensure prospective students have reflective information about the current faculty's research and interests.
3. Create a new hire mentor program for newly hired faculty
4. To improve assessment, create a new Computer Information Systems Capstone course.
5. Continue to explore the possibility of a new MS degree in Cybersecurity.
6. Continue to create an advisory board for the department.

Goal # 1 aligns with CLAS goal #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.)

Goal # 2 aligns with CLAS goal #5 - Recruit and retain a diverse student population. (Aligns with University Strategic Plan Goal #4: University resources and developing a recruitment and retention plan.)

Goal # 3 aligns with CLAS goal #4 - Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Plan Goal #4: University resources and providing professional development opportunities.)

Goal # 4 aligns with CLAS goal #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.)

Goal # 5 aligns with CLAS goal #3 - Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Strategic Plan Goal #4: University resources and ensuring academic programs meet student and workforce expectations.)

Goal # 6 aligns with CLAS goal #1 and #2 - 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.) and Serve as a collaborative partner in cultural engagement, economic development, and K-12 outreach to the local community, region, and state. (Aligns with University Strategic Plan Goal #3: Expanding regional outreach and engagement.)

Start:

7/1/2020

Providing Department:

Computer Science and Information Technology

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Charge the curriculum committee to review current catalog offerings and prerequisite structures for inconsistencies.
- 1b. Generate the appropriate forms for the outdated offerings to be removed.
- 1c. Generate the appropriate forms for the prerequisite structure to be changed.
- 2a. Form a department website subcommittee.
- 2b. Request access for all members of the committee to the CMS tool to modify the site.
- 2c. Collect information necessary to update the website.
- 3a. Create a schedule for weekly meetings with new faculty members.
- 3b. Select a book and appropriate department, college, and University topics to discuss.
- 4a. Determine if creating a new capstone is a feasible and efficient use of time.
- 4b. Give progress reports at department meetings, and create a proposal if approved by the department.
- 5a. Form committee to develop a proposal.
- 5b. Give progress reports at department meetings and develop a proposal if approved by the department.
- 6a. Develop a department committee for external advisory board development.
- 6b. Recruit local industry leaders in computing sciences to the advisory board.

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

- 1a. The measure was the number of inconsistencies.

1.b. The measure was the number of deleted classes proposed and the completion of the form necessary to delete several classes from our catalog. Approval through the governance system is also a measure.

1c. The measure was the number of changes to the prerequisite structure of some classes, the completed proposals, and the approval through the governance system.

2a. and 2.b. The measure was the number of committee members who volunteer for the committee and who get access to change the site. The number of committee updates at department meetings can be counted, too.

2.c. The numbers of changes in the website are measures.

3a. The measures are the number of weekly meetings with the new faculty members, number of new faculty who participate, number of new faculty retained in the department, student evaluation numbers, and faculty evaluation numbers.

3.b. The measure is number of new faculty who read the book, number of topics discussed, and retention numbers and evaluation numbers for new faculty in the department.

4a. The measure is whether or not a new capstone is recommended.

4.b. The measure is the number of progress reports and whether or not a proposal is developed.

5a. The measure is the number of faculty on the committee.

5.b. The measure if the number of progress reports and whether or not a proposal is developed.

6a. The measure is the creation of a new committee in the department and numbers of faculty on the committee.

6.b. The measure is the number of industry leaders recruited to be on the board.

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

N/A

What were the results?:

1a, 1b, and 1c. Courses were removed from the department's catalog, and several prerequisites were changed through the faculty governance system. The changes are

recorded in the minutes of the faculty governance. These changes improve the efficiency of scheduling for the department and ease scheduling conflicts for students.

2a, 2b, and 2c. Some of the areas of the CSIT website have been updated, but not all. For example, the titles, names, and locations were updated. This is an ongoing process.

3a and 3b. All of the new department members reported that they felt more comfortable with classroom management and other aspects of teaching. They also better-understood faculty expectations at Frostburg. Finally, they reported they felt supported by others in the department.

4a and 4b The new capstone discussion was tabled and will be visited in the next academic year.

5a and 5b. Given many factors out of the department's control, such as market need, and a lack of interest in developing a new degree, the department determined it needs to continue exploring the possibility of a new master's program in Cyber Security.

6a and 6b. The department has created a standing committee and continues to seek partners. The Pandemic has impeded the process.

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?:

Impacts –

1. The Pandemic has dramatically impacted the efficiency and workflow of the department; we take solace knowing that we are not alone.

There are several areas the department will continue to focus on for FY 2022.

1. There are new ACM curriculum guidelines released that the department must review and map to ensure our students are prepared and we remain competitive as a computing science department.
2. Continue to look at the prospect of the cybersecurity masters program.
3. As the Pandemic resolves itself, we will schedule our first advisory board meeting.
4. The need for a CIS capstone is apparent. However, it is not a urgent matter.
5. We will continue to explore the interest in a graduate program in CyberSecurity.
6. The department will meet with a external advisory board during the year.

Human resources were allocated for development of new committees in the department such as the website subcommittee and the external advisory board committee. Faculty spent time developing and proposing curricular changes, making website updates, and recruiting advisory board members. The Chair allocated more time than previous Academic Years to mentor new faculty.

No fiscal resources were re-allocated.

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

During the monthly department meetings, the strategic plan is discussed and revised. There is a summer planning session for the new strategic plan. In addition, the department uses email, MS Teams, and other communication channels to ensure we close the loop with communications. The results have also been discussed with the Dean of CLAS through various meetings throughout the year. Information is loaded into Compliance Assist for review.

Evidence, artifacts, and or back up documentation:

Economics

Department of Economics Annual Report Fiscal Year 2021

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:

7/1/2020

Providing Department:

Economics

End:

6/30/2021

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 1A.3: The average score on the assessment exam at HUTB was 18/25 or 72%. We considered that to be satisfactory.

Goal 1D.1: The majors exam was administered in Econ 491 in Spring 2021. Five students took it. The average on the general economics part of the exam was 85.7%. The quantitative concentration average was 100%. The public policy concentration average was 75%. We were very pleased with the overall performance on this exam. It indicates that the department is effectively teaching the material to the 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?:

Due to two pending retirements within the Economics Faculty, the Department will no longer have the wherewithal to teach several concentrations. The Business Economics concentration will be moved to the Business Administration Major in the future, but the Economics Department will continue to manage the curriculum and teach the courses. The Department will undergo curriculum revision which will include eliminating all other concentrations. The overall instruction in the Economics Department should become more concentrated and more effective as a result. The assessment exam will need to be changed, however.

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

We will have several Economics Department meetings to discuss the reconfiguration of the curriculum.

Evidence, artifacts, and or back up documentation:

Engineering

New Departmental Annual Report Item for Fiscal Year 2021

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. 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. Increase professional development and service outreach (links to CLAS goal 4 and University Goal 4).

Start:

7/1/2020

Providing Department:

Engineering

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.a. Revise departmental faculty evaluation guidelines with an increased emphasis on activities that support the departmental mission and strategic goals

1.b. Increase the number of faculty doing research and project-based activities

1.c. Improve the various department labs and educational tools

1.d. Hire new full-time faculty members

1.e. Apply for external grant funding to engage faculty in research

2.a. Propose curricular changes for existing programs to raise standards and increase student learning outcomes

2.b. Improve department student recruiting efforts in Western MD and throughout the state

2.c. Revise policies and procedures for student projects

- 2.d. Secure internal and external funds for students projects
- 2.e. Propose new programs and concentrations
- 3.a. Improve academic advising within the department
- 3.b. Expand applied research opportunities for students
- 3.c. Provide opportunities for current students to meet program graduates
- 4.a. Increase support for attending conferences and publishing research
- 4. b. Develop internal department policies that encourage faculty to engage in more departmental service

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

1a. Revise the departmental faculty evaluation guidelines, with greater emphasis placed on activities that support the department's mission and strategic goals.

Measure: Number of changes to the DEC guidelines.

1.b. Engaging faculty in research and project-based activities

Measure: Number of faculty research projects, grant proposals, papers published, etc.

1.c. Improve the various department labs and educational tools.

Measure: Number of new lab policies, labs, tools, and lab equipment. Number of improvements in the PHYS 261, ENME 371, and ENME351 labs.

1.d. Hire new full-time faculty members

Measure: Number of PIN conversions, new PINs, new FTNTT faculty.

1.e. Apply for external grant funding

Measure: Number of research grant proposals and non-research grant proposals. Number of mutual projects and grants with Optimize Renewables and other corporations. Completion of the MIPS grant and application for the second phase.

2.a. Curricular changes (to raise standards throughout the curriculum).

Measure: Number of curricular changes based on student performance on course-level evaluations, program-level assessments, and ABET accreditation standards.

2.b. Improve department recruiting efforts (focusing on increasing visibility of programs in western Maryland and throughout the state).

Measure: The hiring of part-time staff to help to improve recruiting. Number of updates on the department website including student stories of students engaged in experiential learning that are attractive to prospective students.

2.c. Revise policies and procedures for student projects.

Measure: Review of capstone projects from the previous year and student learning outcomes assessment results. Number of new policies, new policies implemented, new strategies, and new projects.

2.d. Securing funds for students projects

Measure: Number of applications for funding and amount of funding procured.

2.e. New programs and concentration

Measure: Work done with faculty members to study the offering of new programs, Work done with higher-ups for the same purpose. Number of new programs and concentrations proposed.

3a. Improve academic advising within the department.

Measure: The number of students enrolling before the end of the early registration period increases and percentage of students meeting graduation date expectation increases from previous academic year.

3b. Expand applied research opportunities for students

Measure: Number of new opportunities internally and externally provided.

3.c. Provide opportunities for current students to meet program graduates.

Measure: Number of new opportunities internally and externally provided

4.a. Support conferences and publishing research

Measure: The amount of money provided and the number of faculty attending professional conferences and doing research publications.

4. b. Developing internal department policies to increase service.

Measure: Number of policies and changes in policies developed.

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

The results are assessed via checking the registered measures by department curricular and assessment committee members as well as data kept by the department chair through the academic year.

What were the results?:

1a. Revise the departmental faculty evaluation guidelines, with greater emphasis placed on activities that support the department's mission and strategic goals.

Measure: Changes to the DEC guidelines.

This year there was an extensive discussion on the evaluation guidelines specifically under the area of professional development. The DEC reviewed the guidelines and agreed to adjust that part and add a statement in the professional development section to support the department's mission and strategic goals. No major changes were made yet, but it is expected that changes will be proposed by November 1, 2021 for the 2022 evaluation calendar year.

1.b. Engaging faculty in research and project-based activities

Measure: Faculty Research projects, grant proposals, papers published, etc.

This year there was a noticeable increase in the technical research activities in the department. Faculty members engaged in research activities in various fields of physics and engineering. Research in renewable energy resulted in one faculty competing for a technical paper in a peer-reviewed publication. Another faculty member continued research in material science and engineering that resulted in four peer-reviewed publications. In mechanical engineering, a faculty member conducted research in LiDAR systems. His research was funded by a MIPS grant. He successfully secured a second phase grant for the project via a new proposal. Two faculty members collaborated in preparing a proposal as co-PIs for an external grant to fund research work in vertical-axis PV systems. This is the first such collaboration in many years. Another faculty member successfully secured a promise to develop a center for design and manufacturing via ARC funds.

1.c. Improve the various department labs and educational tools.

Measure: New Lab policies, lab, tools, lab equipment.

Software in the labs was revised and updated. New equipment was purchased. Modern 3D printer, laser cutting Machine, Lab kits for ENME 352, and Lab kits for Fluid lab were purchased.

1.d. Hire new full-time faculty members

Measure: PIN conversions, new PINs, new FTNTT.

The Chair requested 2 new PIN positions for the engineering programs to cover the extreme need in the department for the Electrical and the Material Engineering concentrations. No new hires were made, but there is a promise by the dean to strongly support this effort. New part-time (adjuncts) to teach courses at FSU campus and at our remote programs (Arundel Mills and Cecil Colleges) were hired.

1.e. Apply for external grant funding

Measure: Research grant proposals and non-research grant proposals

Two new proposals for MIPS grants were completed. (One was funded for \$125,000). ARC funding to develop a center for product design and manufacturing was procured. The grant was approved for \$500,000. A grant from FSU foundation was secured for purchasing a new 3D printer (\$9,700). FSU foundation also funded lab kits for the Fluid lab (\$2,000).

2.a. Curricular changes (to raise standards throughout the curriculum).

Measure: Student performance on course-level evaluations and program-level assessments as well as ABET accreditation standards are used to make a number of curricular changes.

The curricular committee discussed the new Engineering Physics concentration. New proposals were discussed extensively by the chair of the curriculum committee and members. New release time was set aside for a faculty to work on the issue.

Some of the Electrical Engineering classes are identified to incur credit hours adjustment to meet the requirement for more lab and hands-on experiences for these courses. For example, ENEE 350 and ENEE 439 will be changed. All Electrical and Material programs were revised to meet ABET accreditation standards.

2.b. Improve department recruiting efforts (focusing on increasing visibility of programs in western Maryland and throughout the state).

Measure: hiring part-time staff to help to improve recruiting. Updates on the department website include student stories engaged in experiential learning that are attractive to prospective students.

FSU foundation provided a grant to the department (\$2,400) to hire part-time staff to help the department in recruiting students. We hired Laurel Miller. The department has incurred major website changes by a joint effort from the faculty members and a graduate student from computer science.

Faculty members supported student training and summer jobs that gave exposure to the program.

2.c. Revise policies and procedures for student projects.

Measure: Review of capstone projects from the previous year, new policies, policies implementation, new strategies, and new projects.

The department made no major changes in student project policies. This action priority continues to be under the revision of the department.

2.d. Securing funds for students projects

Measure: Funds available, funding promises.

From the department's budget, the following projects were funded: two Mechanical Engineering projects, two material engineering projects, three electrical engineering capstone course projects.

2.e. new programs and concentration

Measure: Work done with faculty members to study the offering of new programs; Work done with higher-ups for the same purpose. Number of proposals.

The department chair had extensive discussions with various faculty on the issue of new programs. It was identified that Computer Engineering, Civil Engineering, and Energy are among the potentials based on departmental resources. The department chair discussed with the dean and received his support. There were no proposals completed in FY 2021.

3a. Improve academic advising within the department.

Measure: The number of students enrolling before the end of the early registration period increases, meeting graduation date expectation

Many students were moved to new advisors who are more related to their specializations. This action is under revision by the department. Fewer students are requesting overrides for prerequisites due to misadvising or misinterpretations.

3b. Expand applied research opportunities for students

Measure: Number of new opportunities internally and externally provided

The ARC grant that we received includes new internship and research opportunities for our students.

In the past year, a number of students worked with faculty members in the department on various projects.

Many of our students worked as researchers at different institutions/companies.

To name few

Bria Johnson: Summer 2021 with the Department of Energy. Research on Fossil Energy through the Mickey Leland Energy Fellowship Program.

Koloina Rakotomalala Summer research (2021) with LSAMP Summer Research Program. LSAMP is a National Science Foundation

initiative to increase enrollments of minority populations and under-served students within science, technology, engineering, and

mathematics (STEM) research fields.

Spencer Hamblin: Worked for more than a year on a research project titled “LIDAR Performance Assessment in Autonomous Vehicle” with Dr. Abdo.

3.c. Provide opportunities for current students to meet program graduates.

Measure: Number of new opportunities internally and externally provided

The action is under revision by the department. The results are assessed via checking the registered measures by department curricular committee members and the department chair through the academic year.

4.a. Support conferences and publishing research

Measure: the amount of money spent and the number of faculty attending professional conferences.

The number of faculty members who attended conferences and amount of money spent was less compared to two years ago due to COVID-19. However, one faculty member (Dr. Abdo) was able to attend two virtual conferences.

4. b. Developing internal department policies

Measure: Number of policies developed

This action is under review by the department. No policies were developed in FY 2021.

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 were encountered. Rotation of students and simulation labs were successful. The department will continue to organize and upgrade the classrooms and labs this academic year to enhance student learning.

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. We will continue in 2021-2022 to revise

project polices and increase experiential activities for students to raise standards. We will continue to challenge students to excel.

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. We will continue to recruit and retain qualified students and create an atmosphere where they can receive training and do experiential work together.

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. We will continue in FY 2022 to prepare students for jobs by providing quality lab space and projects.

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. Also, reassigned time was provided for a faculty member to work on developing new recruitment ideas and developing an Engineering Physics concentration.

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. They are also put in Compliance Assist and shared with the Dean's Office.

Evidence, artifacts, and or back up documentation:

Management

2021 Management Annual Report

Specify your Division/Department Goals Priorities.:

GOAL 1: Create and deliver superior academic programs that prepare students for professional success.

GOAL 2: Attract, develop, retain, and place a diverse population of students.

GOAL 3: Promote economic development

Start:
7/1/2020

Providing Department:
Management

End:
6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Goal 1 A: Create and receive approval from FSU Faculty Senate and MHEC for four Upper-Level Certificates "Working Professionals Certificate Program" The certificates are in Retail Management, Small Business Management, Manufacturing Leadership and Non-Profit Management

Goal 1 B: Development of MBA concentrations of General Management, Health Care Management, Data Analytics

Goal 1C: Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, and the like and examine methods to support them. A) Internships

Goal 1D: Solicit funds from the FSU Opportunity Grants to allow students to compete in the national Society for the Advancement of Management Case Competition

Goal 1 E: Recruit, develop and retain a qualified diverse faculty

Goal 1 F: Retain faculty through promotion

Goal 1 G: Establish at least one new relationship with international education partners and nurture existing ones. Management faculty are extended contracts at Duale Hochschule Baden-Württemberg Mosbach - Campus Bad Mergentheim Germany-

Goal 1 H: Involve and Engage community business leaders by having them critique student business plans

Goal 2 A: Participate in Virtual Open house for College of Business Students

Goal 3 A: Maintain and support a formal orientation program for new faculty and staff

Goal 3 B: Integrate applied project into MBA data analytic classes

Goal 3 C: Participate in a skills development workshop for high school students

Goal 3 D: Support and showcase faculty consulting services to organizations at local, regional, and national levels.

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

Goal 1 A: If proposals are approved by Faculty Senate, USM and MHEC

Goal 1 B: Enrollment in the program

Goal 1 C: Count of the number of internships

Goal 1 D: Amount of funding from the FSU Foundation Received

Goal 1 E: Obtain permission to hire, advertise, interview, and hire a candidate for Data Analytics

Goal 1 F: Count and % of faculty renewed and promoted

Goal 1 G: Count of # of management faculty participating

Goal 1 H: Count of the # of student plans and # of community business leaders involved

Goal 2 A: Count of the # of prospective students attending

Goal 3 A: Did the new hire go through an orientation program at the dept and university level?

Goal 3 B: Number of student projects completed

Goal 3 C: Number of students in attendance and feedback from the students

Goal 3 D: Count of the number of faculty and major consulting clients

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

Goal 1A. Approval or denial of proposals

Goal 1B: Enrollment by total and concentration via Helio

Goal 1C: Count of the number of internships by students in MGMT 494 during the time window from PAWS grade rosters

Goal 1 D: Letter of approval from FSU Foundation indicating amount of funding

Goal 1 E: Approval given to advertise and hire for Data Analytics. Candidates were interviewed

Goal 1 F: Dept TRPS committee, Chair, Deans office, then University paths for promotion

Goal 1 G: Count of the number of Management faculty given contracts

Goal 1 H: Hosted an event Fall 20 to have business leaders critique student business plans

Goal 2 A: Count of prospective student attendees on April 5, 2021- Four Dept chairs, Dean, Assoc Dean and Admission's member present for the 2 hour open house

Goal 3 A: Meetings with the new faculty member with Chair, HR, and other Staff personnel

Goal 3 B: Evaluation of student reports by professor

Goal 3 C: Count of the number of students in attendance and feedback for the presenter on the topic of Business Etiquette Jan 7, 2021

Goal 3 D: Count of the number of faculty and major consulting clients

What were the results?:

Goal 1 A. All four proposals were approved by all entities

Goal 1B: Enrollment by total and concentration

	Total	Data Analytics	HealthCare	MGMT
F19	179	51	28	100
f 20	159	59	20	80
Sp 20	168	60	20	88
Sp21	158	55	18	85

Goal 1 C: MGMT 494 Internship enrollments: Fall 20 (6), Sp 21 (2), Summer 21(8)

Goal 1 D: FSU Foundation awarded an opportunity grant in the amount of \$2500

Goal 1 E: Hired one new Data Analytics Faculty member from a competitive and diverse pool of candidate

Goal 1 F: 2 renewals for tenure track faculty, 2 faculty promoted from Assistant Professor to Associate Professor, 1 faculty member from Associate Professor to Professor, 2 FTNTT retained. 7 total or 100% retained.

Goal 1 G: Four Management faculty were given contracts to teach but instead of travelling, the instruction was done online due to covid

Goal 1 H. Presentations were made by nine students who were critiqued by 5 business leaders

Goal 2 A: There were zero prospective students. The planning and FSU participation was strong but the effort was a failure

Goal 3A: 1 new faculty member hired & oriented at Univ and dept level by Chair

Goal 3 B: 28 reports have been submitted including the business companies such as Turkey Hill Dairy, Volvo Group Trucks, and Wisp Resort.

Goal 3 C: Engaged @ 35 students online due to covid. Students expressed interest and satisfaction with the presentation

Goal 3 D: A variety of faculty for pay and gratis provided services to the community, region and national clients

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. Not at this time since the certificates were just approved. Additional certificates are in process for next year, then the marketing of the certificates can begin

Goal 1B: The MBA program has been losing enrollment in total. Management concentration accounts for 50-56% of the enrollment, Data Analytics 28-37%, Healthcare 11-16%. Less class were offered

Goal 1C: Covid severely limited the number of opportunities for students

Goal 1D: Team was not able to travel due to covid restrictions but the FSU Foundation will allow the funds to be carried over till the next year.

Goal 1E: Hired faculty member had SEF scores (Fa 20= 4.86) (Sp 21 = 4.82)

Goals 1F: Retaining faculty maintained the number of classes and sections that will be taught

Goal 1 G: International impact, recruitment from Germany for students to continue at FSU. Two study abroad students from DHBW came to FSU

Goal 1 H. Student received valuable feedback and recommendations for improvement and implementation.

Goal 2 A: The results validated that the virtual open houses do not work.

Goal 3 A: Retention of new employee, display of management culture

Goal 3 B: Action becomes a "Best Practice for Experiential Learning"

Goal 3 C: Provided needed skills and made a favorable impression to students of FSU

Goal 3 D: Halo effect of credibility and excellence for FSU faculty

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

Goal 1 A. Reported at Management Department meeting, Curriculum Committee and College of Business Meeting

Goal 1 B. Reported at Management Department meeting, Grad Council and College of Business Meeting

Goal 1 C. Reported at Management Department meeting, and College of Business CEC Meeting

Goal 1 D. Reported to the Students affected, the Management Department, Deans office and FSU Foundation

Goal 1E: Department Evaluation Committee, Deans office

Goal 1 F: Department, Dean's Office, Human Resources Dept

Goal 1 G: Results were presented to the Management Department and to the Deans office

Goal 1 H. Results were shared with the Department and USMH newsletter

Goal 2 A: Results were shared with the Department and Admissions

Goal 3 A : Univ communication with new hires, Dept Chair communication with new hire

Goal 3 B: Results given at department meeting

Goal 3 C: CoB newsletter, Leadership Allegany and Al Delia

Evidence, artifacts, and or back up documentation:

Marketing and Finance

2021 MKTG-FINA Annual Report

Specify your Division/Department Goals Priorities.:

GOAL 1: *Create and deliver superior academic programs that prepare students for professional success. (Supports University Strategic Goals I, II, III, and IV)*

GOAL 2: *Attract, develop, retain, and place a diverse population of students. (Supports University Strategic Goals II and IV)*

GOAL 3: *Promote economic development. (Supports University Strategic Goals III and IV)*

Start:

7/1/2020

Providing Department:

Marketing and Finance

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Create and deliver programs to enrich the College of Business curriculum and meet workforce development expectations. FSU Goal 1A/4A/4B

Tactic 1A1 Assess current programs and introduce new offerings in emerging fields. (New personal finance course and certifications, and exploring collaborative minor)

Tactic 1A3 Implement and assess the collaborative program with Hunan University of Technology and Business (HUTB), China.

Tactic 1A4 Establish at least one new relationship with international education partners and nurture existing ones.

Goal 1B *Advance experiential/applied education and engagement of students in curricular and co-curricular activities. FSU Goal 1B/3B/4B*

Tactic 1B1 Solicit opportunities for internships, externships, field visits, job-shadowing experiences, case studies, business plan development, and the like and examine methods to support them.

Tactic 1B5 Promote and encourage students to engage in professional student organizations.

Goal 1C *Engage businesses/employers, community partners, and the CoB Advisory Board members to enhance learning and career development of students. FSU Goal 1B/2B/3A/3B*

Tactic 1C2 Foster class projects involving local businesses and/or board members that service community needs.

Tactic 1C6 Host a conference on campus that includes small business leaders, regional economic and workforce development experts, faculty, and students that spurs efforts to accelerate the region's entrepreneurial climate. (at UNIV/COB-level)

Goal 1D *Recruit, develop, and retain a qualified diverse faculty and staff and demonstrate innovation, engagement, and impact. FSU Goal 4D*

Tactic 1D2 Ensure the faculty evaluation, renewal, tenure/promotion, and sabbatical processes are fair and effective.

Tactic 1D4 Ensure that 100% of online faculty successfully transition to and use LMS (Canvas) in their classes.

Tactic 1D5 Ensure that, at least, 50% of faculty teaching face-to-face courses successfully transition to and use LMS (Canvas).

Tactic 1D7 Celebrate faculty and staff achievement utilizing a variety of events and mechanisms that make them feel like valued members of the College community

- Goal 2A** *Attract a diverse population of students that includes traditional undergraduate, first-generation College students, international students, and working adults. FSU Goal 4A*
- Tactic 2A3 Invite existing CoB students and recent alumni to participate in Open House presentations with Department Chairs.
- Tactic 2A7 Create endowed funds to support merit scholarships for students with a declared CoB major.
- Goal 3A** *Ensure workforce development through curricular offerings and professional development activities. FSU Goal 3A*
- Tactic 3A1 Class projects involving local businesses and simulation games.

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

- Tactic 1A1 1) new course in finance, 2) certifications as part of course work, 3) new collaborative minor at dept.
- Tactic 1A3 Number of finance courses taught at HUTB, number of finance faculty teaching at HUTB
- Tactic 1A4 Dept. programs proposed in Henan Univ. of Economics & Law (HUEL) proposed partnership 2+2 program
- Tactic 1B1 number of dept. program Interns (MKTG and FINA); number of experiential projects
- Tactic 1B5 number of departmental student organizations by program
- Tactic 1C2 Number of experiential projects in dept. courses, number of participating students, number of businesses
- Tactic 1C6 number of conference and seminars held, number of faculty and students attended.

Tactic 1D2	number of faculty renewals, and promotions
Tactic 1D4	Number of online Dept. Faculty who transitioned to LMS, Canvas
Tactic 1D5	Number of online Dept. Faculty who transitioned to LMS, Canvas
Tactic 1D7	Number of faculty recognized
Tactic 2A3	number of students, number of recent alumni participated in the event.
Tactic 2A7	number of endowed funds created to support merit scholarships
Tactic 3A1	Number of experiential projects in dept. courses, number of participating students, number of businesses

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

Tactic 1A1	assessed based on the step of decision making process where the new course, program/plan is at.
Tactic 1A3	courses, faculty information, and number of students identified from PAWS records
Tactic 1A4	discussing with HUTB coordinator
Tactic 1B1	discussing with course instructors and internship mentors
Tactic 1B5	discussing with faculty advisors of the student orgs.
Tactic 1C2	discussing with course instructors
Tactic 1C6	discussing with faculty advisor and organizer, and seminar attendance roster

Tactic 1D2 tracking records from TRPS committee

Tactic 1D4 discussing with faculty, CCIT

Tactic 1D5 discussing with faculty, CCIT

Tactic 1D7 discussing with faculty, Dean's office.

Tactic 2A3 discussing with Chair attending the meeting

Tactic 2A7 discussing with the faculty who donated

Tactic 3A1 discussing with course instructors

What were the results?:

1) new personal finance course FINA101 passed governance, and in process of proposing for GEP (Group D), 2) MKTG467: Digital and Social Media Marketing – now has three embedded skill set

Tactic 1A1 certifications: (i) Hootsuite platform certification; (ii) Hub Spot Content Marketing certification; (iii) Google Ads certification, 3) Dept. exploring efficacy of Real Estate Minor (cooperative program between Mktg & Fina disciplines in consult with local realtor)

Tactic 1A3 3 full time finance faculty taught 4 courses (9 sections) for HUTB in China in 2020, approx. 487 HUTB students.

Tactic 1A4 Proposed two dept. programs for 2+2 HUEL program (BUAD-FINA and BUAD-MKTG with courses in each program listed and proposed). Negotiations still under process.

Tactic 1B1 1 FINA internship. 1 MKTG internship. Experiential projects: MKTG363 (Spr '21: 1 local client & 23 students); MKTG469 (Fa '20: 1 local client & 4 students; Sp '21: 2 local client & 9 students), FINA475 (Sp' 21: StockTrack investment simulations game, 8 students, managed individually)

Tactic 1B5	2 departmental student organizations: MKTG Club - 24 student members & 1 faculty advisor; FINA Club - 9 student members & 1 faculty advisor. Faculty advisors support students engage outside classroom in professional activities, twice monthly club meetings
Tactic 1C2	1 FINA internship. 1 MKTG internship. Experiential projects: MKTG363 (Spr '21: 1 local client & 23 students); MKTG469 (Fa '20: 1 local client & 4 students; Sp '21: 2 local client & 9 students), FINA475 (Sp' 21: StockTrack investment simulations game, 8 students, managed individually)
Tactic 1C6	Marketing Club (with support from FSU CoB and Direct Selling Education Foundation) organized a high-profile virtual event with Mr. Gordon Hester and Mr. Connor Hester, November 11, 2021. Over 200 students (grad., undergrad. from both Frostburg and HUTB campus) and faculty, alumni. Total participants: 209.
Tactic 1D2	1 successful faculty renewal. 1 successful faculty promotion to full Professor rank.
Tactic 1D4	100% of online dept. faculty transitioned to LMS, Canvas
Tactic 1D5	100% of online dept. faculty transitioned to LMS, Canvas
Tactic 1D7	1 MKTG faculty for FSU University Faculty Excellence Award, 1 FINA faculty for CoB excellence faculty award, and FSU University Faculty Excellence Award.
Tactic 2A3	CoB Virtual Open House via Zoom- April 5, 2021, organized by Admissions. CoB chairs & Deans attended, few current students and few alums attended. 6 prospective students attended.
Tactic 2A7	Finance professor Dr. Hung Sik (Allen) Shin (now Emeriti) created a scholarship for BUAD-Finance students with FSU foundations.
Tactic 3A1	MKTG363 (Spr '21: 1 local client & 23 students); MKTG469 (Fa '20: 1 local client & 4 students; Sp '21: 2 local client & 9 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?:

- Tactic 1A1 1) future focus - pathways for increased enrollments in department courses and other CoB courses, 2) resource - no impact on resource reallocations, utilizing existing resources
- Tactic 1A3 1) future focus - Faculty int'l travel, enhanced professional development opportunity, professional networking. 2) resource - courses taught by existing faculty, with two overloads.
- Tactic 1A4 1) future focus - If accepted, enhanced enrollments in upper-level FINA and MKTG courses at FSU. 2) no impact on resource reallocations, utilizing existing resources.
- Tactic 1B1 1) future focus - experiential education, networking with professionals. 2) resource - no impact on resource reallocations, utilizing existing resources.
- Tactic 1B5 1) future focus - continuing org. engagements, networking, leadership opportunities, event planning opportunities, fundraising. 2) resources - no impact on resource reallocations, utilizing existing resources.
- Tactic 1C2 1) future focus - experiential education, networking with professionals. 2) resource - no impact on resource reallocations, utilizing existing resources.
- Tactic 1C6 1) future focus - networking with professionals, professional development of students and faculty. 2) resource - no impact on resource reallocations, utilizing existing resources.
- Tactic 1D2 1) future focus - departmental cohesion and morale benefits. 2) resource - no impact on resource reallocations, utilizing existing resources.

Tactic 1D4	1) future focus - compliance and consistency in terms course outlooks and content delivery. 2) resource - no impact on resource reallocations, utilizing existing resources.
Tactic 1D5	1) future focus - compliance and consistency in terms course outlooks and content delivery. 2) resource - no impact on resource reallocations, utilizing existing resources.
Tactic 1D7	1) future focus - encouraging faculty to pursue excellence in teaching, service and research. 2) resource - no impact on resource reallocations, utilizing existing resources.
Tactic 2A3	1) future focus - encouraging recent alumni and current students to engage in recruitment activity. 2) resource - no impact on resource reallocations, utilizing existing resources.
Tactic 2A7	1) future focus - encouraging faculty and staff to set up merit scholarships. 2) resource - no impact on resource reallocations, utilizing existing resources.
Tactic 3A1	1) future focus - experiential education, networking with professionals. 2) resource - no impact on resource reallocations, utilizing existing resources.

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

Tactic 1A1	CEC, Department meetings, governance committees are appraised in due process.
Tactic 1A3	Dept. meetings, CoB CEC meetings, translation & communication via FSU-HUTB Coordinator
Tactic 1A4	CoB CEC committee, department meetings, liaison partner at HUEL are appraised in due process

Tactic 1B1	reported in CA, dept. meeting discussions, reported in AACSB CIR report
Tactic 1B5	reported in CA, dept. meeting discussions, CoB newsletter
Tactic 1C2	reported in CA, dept. meeting discussions, reported in AACSB CIR report
Tactic 1C6	reported in CA, dept. meeting discussions, CoB newsletter
Tactic 1D2	CEC, dept. TRPS committee, discussions with affected faculty, dept. meetings
Tactic 1D4	University emails about training, CoB training, dept. training on Canvas
Tactic 1D5	University emails about training, CoB training, dept. training on Canvas
Tactic 1D7	CEC, Dept. meetings, CoB meeting, CoB newsletter, CoB email list serve
Tactic 2A3	CEC, Dept. meetings, CoB meeting, CoB newsletter, CoB email list serve
Tactic 2A7	CEC, Dept. meetings, CoB meeting.
Tactic 3A1	reported in CA, dept. meeting discussions, reported in AACSB CIR report

Evidence, artifacts, and or back up documentation:

Mathematics

FY 21 Department Annual Report

Specify your Division/Department Goals Priorities.:

1. Assess our assessment protocol (links with CLAS Goal 1 and University Strategic Plan Goals 1 and 2)
2. Reevaluate service workload for department (links with CLAS Goal 4 and University Goal 4)
3. Identify a place for programming in the curriculum (links with CLAS Goal 1 and University Goals 1 and 2)
4. Improve recruitment and retention in the major (links with CLAS Goal 5 and University Goal 4)

Start:

7/1/2020

Providing Department:

Mathematics

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1.1. Convene Assessment Committee
- 1.2. Pilot new assessment protocol.
- 2.1. Create service survey
- 2.2. Have department discussions to develop proposals
- 3.1. Identify computer science courses
- 3.2. Identify alternatives to formal course work.
- 3.3. Have department level discussions and develop proposals
- 4.1. Update Math Career Spotlight
- 4.2. Investigate texting potential for admitted students
- 4.3. Do exit interviews with graduating students

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

Measure 1.1 and 1.2 Development of committee. Adoption and implementation of a new assessment protocol/survey/exit interviews.

Measure 2.1 Creation and implementation of survey

Measure 2.2 Discussions of Service at Department Meetings and number of ideas/proposals developed and implemented

Measure 3.1, 3.2, and 3.3 Discussions of Programming at Department Meetings and number of ideas/proposals developed and vetted through governance/implemented. Number of computer science courses identified and number of alternatives identified.

Measure 4.1 Creation of new Math Career Spotlight

Measure 4.2 Number of text messages and responses to texting students. Recruitment/majors numbers.

Measure 4.3 Completion of exit interviews.

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

This section is not reviewed as part of the AIEC. Here are, however, some thoughts:

Assessment 1.1 Faculty opinion on new assessment protocol

Assessment 2.1 Faculty opinion on department service

Assessment 3.1 Faculty opinion on Programming in the department.

Assessment 4.1 Usability of information from Math Career Spotlight.

Assessment 4.2 Usability from exit interviews

What were the results?:

Result 1.1 Through the convening of our assessment committee, we formulated two new ways to gather feedback. First, we conducted exit interviews with each of our graduating students. These included questions like:

1. What was your favorite math moment here at FSU?
2. Is there something about our program that is unique and positive?
3. What was your least favorite part of your experience in the mathematics department, and please rate that on a scale of 1-5, 1 being "not a big deal" and 5 being "a big deal"
4. If you came back in 4 years, what would you like to see that's different in the department?

We also requested some of these data through email to recent alumni. Specifically, we emailed the 2018 cohort of math majors and asked:

1. What was your favorite math moment here at FSU?
2. Is there something about our program that is unique and positive?
3. What was your least favorite part of your experience in the mathematics department, and please rate that on a scale of 1-5, 1 being "not a big deal" and 5 being "a big deal"
4. If you came back in 4 years, what would you like to see that's different in the department?
5. How did the math major help you get your current position?
6. What suggestions would you make to us to help students like you get positions like yours?
7. Is there anything you think we should emphasize more in our major?
8. Is there anything that receives too much emphasis in our major?
9. How are you using math in your current position?

These questions informed our departmental discussions on programming and assessment.

Result 1.2. The faculty thought that these interviews were very helpful to the overall assessment of our program, and do not require too much additional effort. This effort is therefore sustainable and will be continued.

Result 2.1. and 2.2. Faculty response to re-evaluation of service were lukewarm at best. The survey went largely unanswered. The faculty are very happy to sign up for the service that interests them, and to do their part when called on our major work committees such as DEC, Scholarship, and Curriculum, but are not interested in doing the work to make sure the work is evenly distributed / evenly rewarded. This was dropped for now.

Result 3.1., 3.2, and 3.3. The department resolved to add programming to the major. There will be continuing discussions on how / when to require it. Proposals are forthcoming.

Result 4.1., 4.2, and 4.3. Using the survey questions above, we created new Math Career Spotlights for use next year in recruiting and retention of majors. We developed a protocol using Google Voice to contact potential admits to the University through text message. We also

recorded videos from our graduating students about their next plans, and intend to use them in recruitment efforts.

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: One of the alumni made some very cogent cases for getting students involved in capstone projects earlier. A different student wished for a stronger community in the department. These will be foci next year.

Impact 2.1: No changes to departmental service are needed at this time.

Impact 3.1: We will continue these discussions in the next year to develop proposals.

Impact 4.1: We will direct more resources to Math career spotlights next year.

While no financial resources were reallocated, faculty spent more time doing assessment (alumni survey and exit interviews), discussion of possible programming/curricular changes, and recruitment/retention initiatives such as texting and Math Career Spotlights.

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

All results were discussed at many mathematics department meetings. Strategic plan goals and reports were conveyed to the Dean's Office and put into Compliance Assist.

Evidence, artifacts, and or back up documentation:

Biology

2020-2021 Biology Department Annual Report

Specify your Division/Department Goals Priorities.:

1. Reflect on and revise graduate programs (links to CLAS Strategic Goals 1 and 3 and University Goals I and 4.)
2. Redesign our faculty evaluation instrument (links to CLAS Strategic Goal 4 and University Goal IV.)

3. Identify and implement strategies to cover needed classes while short-staffed (links to CLAS Strategic Goal 4 and University Goal IV.)

Start:

7/1/2020

Providing Department:

Biology

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1a: Form a departmental graduate program committee (supports department Goal 1) Target date: Fall 2020

1b: Discuss, share ideas, and propose curricular changes to reorganize graduate programs to make them simpler and more efficient (supports department Goal 1) Target dates: AY 2020-2021

2a: Redesign the faculty evaluation instrument for the "teaching" category (supports department Goal 2) Target date: November 1, 2020

2b: Redesign the "professional development" and "service" categories (supports department Goal 2) Target date: May 1, 2021

3a: Identify potential course substitutions for students that need to graduate soon (supports Goal 3) Target date: ongoing

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

Goal 1 metrics and measures: Some metrics for Goal 1 are described in the Program Review documents for the Applied Ecology and Conservation Biology M.S. program (2020) and the Wildlife & Fisheries M.S. Program. These documents are attached.

Action Priority 1a:

Number of people serving on the Graduate Program Curriculum Committee

Action Priority 1b:

Number of students in the Applied Ecology and Conservation Biology M.S. Program, 2017-current

Number of students in the Wildlife & Fisheries M.S. Program, 2017-current

Number of Program Reviews completed

Number of curriculum changes and program proposals agreed upon by the committee, the department, and submitted to faculty governance

Goal 2 metrics and measures: The amount of positive and negative feedback from faculty who used the new teaching instrument for their evaluations, and the positive/negative feedback from the department evaluation committee (DEC) members who evaluated faculty that used the instrument.

Action Priority 2a: Number of approved changes/documents by the department and by the CLAS Dean's Office

Action Priority 2b: Number of approved changes/documents by the department and by the CLAS Dean's Office

Goal 3 metrics and measures: The number of course substitution forms that are approved for students and the number of students who graduated despite difficulties in course scheduling.

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

N/A

see results

What were the results?:

Goal 1 results: An ad hoc committee was formed (Serfass, Taylor, Seddon, Lambert, Raesly, and Sheehan) and had many discussions about the future of the graduate programs. Discussions were led by data including the number of students in each graduate program, the expertise of the current faculty and their workload, and the needs of future graduate students based on changing

career opportunities. Dr. Serfass chairs the committee and also serves as the Graduate Program Coordinator. 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. The committee also talked about certificate programs. Dr. Serfass led the formal review process of the current Wildlife and Fisheries M.S. program, which was carried out by Dr. Eric Davidson (Director, Appalachian Laboratory of UMCES). The program review certificate is attached as evidence. At this time, no curriculum proposals have been crafted to send through governance yet.

Goal 2 results: An ad hoc committee was formed (Lambert, Keller, Taylor, Serfass, Seddon). The teaching portion of the evaluation instrument was redesigned and implemented during the 2020-2021 evaluation period. The Chair of the DEC (Taylor) shared positive and negative feedback regarding the new instrument experience with members of the committee. The instrument (approved by the committee, department, and Dean's office) is attached to this report as evidence. Multiple strategies for changing the professional development and service categories were discussed at committee meetings, but none have been agreed upon to date.

Goal 3 results: The department Chair worked with Program Coordinators and advisors to evaluate how many students needed course substitutions and which courses would be acceptable. The topic of course coverage was discussed at every monthly 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. We are pleased that we were granted two FTNTT positions to cover severe shortages in the department. Dozens of course substitution forms were signed and approved in order to allow students to graduate during the past year when we had no one teaching Dendrology, Plant Taxonomy, Forest Ecology, Herpetology, Quantitative Analysis of Vertebrate Populations, etc. Dr. Thomas Lambert, program coordinator for the Wildlife & Fisheries major, has proposed changing the curriculum to simplify course offerings and lighten the load of key instructors to allow them to teach other needed courses. This proposal is currently being discussed in the Wildlife & Fisheries curriculum committee. The proposal is attached as evidence.

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?:

For Goal 1, the graduate committee met 4 times for a total of 4 hours. Dr. Tom Serfass spent a considerable amount of time leading the Wildlife & Fisheries program review and the assessment of that program. The program review also required human resources in terms of the program reviewer (Dr. Davidson), and each of the faculty (11 total) who interviewed individually with him. Financial resources (from the Provost's office) were used to compensate the program reviewer. The future of Goal 1 (redesign of the graduate programs) is inextricably tied with Goal 3, because the success of the graduate program is affected by our lack of faculty resources. Two FTNTT faculty were hired this year, but these faculty are not required to do

research (advise graduate students), so the future of our graduate program is uncertain given the lack of financial support for the students and lack of faculty to advise them.

For Goal 2, the evaluation committee met a total of 6 times, for approximately 1.5 hours each, for a total of 9 hours. Between meetings, members reflected on discussions. Multiple arrangements and proposals were drafted by Dr. Tom Lambert for redesigning the Professional Development (PD) and Service categories, but none of them were agreed upon to date. Discussions are ongoing, but agreement has not been forthcoming, so the future of this goal is uncertain for the upcoming year. Financial allocations were not changed or needed for this goal.

For Goal 3, we were pleased to hire Dr. Michael Gotesman and Ms. Clara Thiel, two FTNTT faculty. Resources (salary) were provided by the CLAS Dean's Office. Hiring these two individuals lightened the teaching load of heavily overloaded faculty (several had over 20 workload units per semester) and expanded the expertise of the department. While this is an improvement, we still lack permanent expertise in the following areas: Herpetology, Ornithology, Quantitative Analysis and Biological Statistics, Population Genetics, and Forestry. Moreover, FTNTT faculty are not required to do research, so these new faculty members will not be advising graduate students, so we are concerned that our graduate program will not grow. Addressing staffing needs and expertise shortages in the department will remain a goal for the upcoming year.

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

The means of accomplishing action priorities is an ongoing process. The department holds monthly department meetings to share plans and report on progress toward the goals. Oftentimes, new ideas for goals and priorities are identified at these meetings. E-mail communications are also relied on. Results and plans are shared with the CLAS Dean's office in Compliance Assist and during semester meetings with the Dean and Associate Dean.

Evidence, artifacts, and or back up documentation:

Attached Files

[AECB 2020 Academic Program Review Certificate.docx](#)

[WFS.Bi 2021 Academic Program Review Certificate.docx](#)

[Wildlife SIngle Track \(1\).docx](#)

[Biology Department Evaluation Form 2020 Blank.docx](#)

Chemistry and Physics

Departmental Annual Report-Outcomes for 2020-2021

Specify your Division/Department Goals Priorities.:

1. Increase 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. Develop a Plan for Sustainable Management of Equipment (Aligns with CLAS Strategic Plan Goals 1 and University Strategic Plan Goals 1 and 2).
4. Develop Curriculum (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:

7/1/2020

Providing Department:

Chemistry and Physics

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1A. Implement Departmental Recruitment Plan

1B. Develop a Video for Prospective Chemistry Students

1C. Develop a Departmental Orientation Program

2A. Request a PIN Conversion

2B. Evaluate Faculty Overload Numbers and then Request FTTT PIN position to replace faculty member who retired

3A. Develop an Initial Prioritized List and Timeline for Instrument Replacement

4A. Reevaluate CHEM 103

4B. Review Department Curriculum

5A. Explore Partnership with Advent Pharmaceutical Laboratories

5B. Complete Pharmacy School Articulation Agreement

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

1A. Implement Departmental Recruitment Plan

Has an increase in the number of chemistry majors occurred? How many additional students are majors? How many high school classes/students were contacted?

1B. Develop a Video for Prospective Chemistry Students

Has a video for prospective chemistry students been created?

1C. Develop a Departmental Orientation Program

Has an orientation program been developed for the department?

2A. Request a PIN Conversion

Has a PIN conversion been requested and approved for the department?

2B. Evaluate Faculty Overload/Request PIN for FTTT position.

How many overloads have been taught in the past year? Has a PIN request been submitted and approved to address overload and replace faculty member who retired?

3A. Develop an initial prioritized list and timeline for instrument replacement

Has the prioritized list and timeline been developed for instrument replacement in the department? How many instruments need to be replaced? What are the costs?

4A. Reevaluation of CHEM 103

Has CHEM 103 been reviewed? How many changes are proposed? What are the DWF rates for this course as well as CHEM 201?

4B. Department Curriculum Review

Has the process for curriculum review across the department been started? How many changes are proposed?

5A. Explore Partnership with Advent Pharmaceutical Laboratories

Has a partnership and MOU with Advent Pharmaceutical Laboratories been initiated? How many students were employed?

5B. Pharmacy School Articulation Agreement

Has a pharmacy school articulation agreement been completed?

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

N/A

What were the results?:

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1A: Implement Departmental Recruitment Plan

Continue to implement departmental recruitment plan by engaging with at least 3 local high school chemistry classes.

Outcome of 1A: The department continues to work on recruiting and retaining chemistry majors. Due to high faculty workload and the COVID-19 restrictions that were in place during the year our recruiting efforts were greatly 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 was able to present at two regional high schools (Calvary Christian Academy and Albert Gallatin). Members of the department were also able to participate in a virtual event for local high school students as well during a few open house virtual events. Although attendance was not high, there was some interest by those that attended. The department was also notified of admitted students within our major. As a result of this, letters were crafted and sent out to all of these students to provide a point of contact directly with our department. Although it is not directly clear if these letters had an impact, the number of students that indicated chemistry was their intended major nearly doubled from this year when compared to the last. The department plans to reevaluate the recruitment plan for the next academic year for modifications given the current learning environment. A retention plan will also be considered for our current majors.

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1B: Develop a Video for Prospective Chemistry Students

Develop a welcome video showcasing the department for prospective students.

Outcome of 1B: Although the department did not develop specifically a welcome video, we were able to create a few student/alumni highlights that helped to showcase what are department has to offer. We would like to continue to expand on this type of advertising as well as other options. The

department will discuss this to determine the best way forward with sharing who we are as a department to prospective students.

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1C: Develop a Departmental Orientation Program

Create a welcome/introduction activity for new and current majors.

Outcome of 1C: Due to COVID-19 restrictions and limited in-person faculty and staff the department was not able to hold a welcome event for new and current majors. The department will continue to explore this type of event when conditions improve and allow more in-person events/activities.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priorities 2A and 2B: Request a PIN Conversion and Evaluate Faculty Overload/Request PIN position for FTTT faculty member to replace retired faculty member.

Request a FTNTT conversion to FTTT. Evaluate number of faculty overloads. Request a PIN for FTTT position.

Outcome of 2A and 2B: The department chair submitted a Position Allocation Request form to request that a FTNTT position within the department be converted to a FTTT position. The request for this academic year was denied. Unfortunately, the department lost a PIN position this year due to a retirement, and faculty are teaching overloads. This PIN request was sent to the Dean's Office, but the position was not replaced with a FTTT position. The department will reevaluate this request and resubmit for the following academic year.

Strategic Goal 3: Sustainable Management of Equipment

Action Priority 3A: Develop an initial prioritized list and timeline for instrument replacement.

Outcome of 3A: Although the department did not make much progress on this goal, effort was put into researching and pricing NMR options. This instrument is one of the department's top priorities to replace the broken NMR. In order for the department to successfully achieve ACS certification, which we are actively pursuing, an NMR is needed for student and faculty use. We will continue to work on this as a department.

Strategic Goal 4: Curriculum Development

Action Priority 4A: Reevaluation of CHEM 103

Evaluate Chem 103 impacts on the DFW rates of students taking Chem 201.

Outcome of 4A: Data has shown that overtime CHEM 103 has had less of an impact on improving the DFW rates for CHEM 201. Although we can not fully access CHEM 201 DFW rates for this past year and contribute them to 103 due to COVID modifications. All CHEM 201 sections were fully converted to an online modality. At this point the department will continue to pause the offering of CHEM 103 until further notice and reevaluation at a future time.

Strategic Goal 4: Curriculum Development

Action Priority 4B: Department Curriculum Review

Review the department curriculum flow and learning outcomes/goals for all chemistry classes for continuity or learning.

Outcome of 4B: The department curriculum committee has started discussing and gathering information on outcomes/goals for some of the earlier courses in the department. Chemistry 201, 202, 311/312, and 321/322 were started. The committee continues to evaluate the overall flow/sequence of courses and content in the department to determine the best route for our students and our program.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5A: Explore Partnership with Advent Pharmaceutical Laboratories

Continue to develop and build partnerships and internship opportunities with AEON/Advent/Amethyst Labs.

Outcome of 5A: The department has continued to work with AEON labs and is in the development stages of a memorandum of understanding between the lab and the Chemistry department. The company has provided a biology/chemistry summer position and a current FSU student has been employed for this past summer. The department will continue to work on developing this relationship.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5B: Pharmacy School Articulation Agreement

Develop at least 1 articulation agreement or memorandum of understanding with a regional pharmacy program to enhance our pre-pharmacy concentration.

Outcome of 5B: The department has successfully completed an articulation agreement between the FSU Chemistry Department and the PharmD program at University of Maryland Eastern Shore. This is a great opportunity for our students to earn a B.S. from FSU in our department and their PharmD from UMES in six years instead of a typical 8 years for these two types of degrees. This will also provide an opportunity to collaborate between faculty members and staff at both institutions.

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 2021-2022 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 as well as retention, improvement of curriculum, pharmacy collaborations, faculty and staff workload, departmental instrumentation, partnerships and internships are the focus of the upcoming year's plan.

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 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. They were put into Compliance Assist and reviewed by the Dean's Office.

Evidence, artifacts, and or back up documentation:

Attached Files

[Action Priority Outcomes for 2020 and 2021 Academic Year.docx](#)

Geography

AY 2020-2021 GEOG Department Annual Report

Specify your Division/Department Goals Priorities.:

1. Enhance classroom instructional environment to support improved student learning (CLAS Goal 1 and University Goals 1 and 2)
2. Promote FSU outreach programs for K-12 students (CLAS Goal 2 and University Goal 3)
3. Research Campus GIS needs, potentially redesigning the departments GIScience abilities
(CLAS Goal 3 and University Goal 4)
4. Review course offerings/scheduling and streamline curricula to improve time-to-degree
(CLAS Goal 5 and University Goal 4)
5. Collaborate with university offices to recruit and retain qualified students from all backgrounds
(CLAS Goal 5 and University Goal 4)

Start:

7/1/2020

Providing Department:

Geography

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1a. Seek mobile desks for Gunter 204
- 1b. Address instructional issues in Gunter 212
- 2a. Engage with public schools

- 2b. Identify external collaboration opportunities re: the UAS lab
- 3a. Conduct a needs/interest survey to faculty & staff on campus
- 3b. Conduct a survey among our students.
- 3c. Conduct an alumni / job market survey of key skills.
- 4a. Make necessary changes to EVAP and Environmental Science concentration curricula due to faculty changes
- 4b. Identify curriculum barriers to timely completion in GEOG and EASC majors
- 5a. Work with K-12 institutions in Tri-State region to review pathways into the dept.
- 5b. Develop closer ties and collaborations with Community Colleges to recruit and retain qualified students from all backgrounds

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

- 1a. The number of desks purchased
- 1b. The number of enhancements made to Room 212
- 2a. The number of schools/events with which the department was engaged.
- 2b.. The number of external collaborations developed connected to the UAS lab
- 3a. Conducting an on-campus faculty /staff survey
- 3b. Conducting an on-campus student survey
- 3c. Conducting an alumni survey
- 4a. Changes approved and making it into the new catalog
- 4b. Changes approved and making it into the new catalog designed to remove curriculum barriers
- 5a. Number of K-12 institutions contacted to develop pathways into the department
- 5b. Number of community college contacted to develop transfer pathways into the department

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

At every monthly department meeting in AY 2020-2021, faculty and staff reported on activities connected to each of the top mentioned 5 goals. Accomplishments were shared and recorded in the meeting minutes.

What were the results?:

1a. The number of desks purchased = 0

Gale looked into MD correctional enterprises to see if there are options. Richard got in contact with History re: mobile desks – Sally Boniece said they inherited them from a defunct lab, and they are not what GEOG was envisioning what would help us adapt to different classroom situations. Could be some accessibility concerns with one model in accommodating all body types. Activity canceled.

1b. The number of enhancements made to Room 212 = 2

Room 212 was cleaned up, including the removal of unnecessary items to free up desk space and floor space. New rolling whiteboard was purchased. Efforts were made to work with OIT to reconfigure desks and computers to facilitate instruction. OIT requested a schematic which was provided. OIT did not respond to the department's schematic.

2a. The number of schools/events with with the department was engaged. = 3

GEOG Department faculty engaged with three schools, Beall Elementary, Calvary Christian Academy, and Allegany High School. Because of COVID restrictions the first two did not end up producing face-to-face contact. Phil acted as a judge for students projects at Allegany High School via Zoom.

2b.. The number of external collaborations developed connected to the UAS lab = 1

Matt has talked to Jessica Mellon, 4-H Educator with UMD Extension in Cumberland regarding utilizing UAS Lab, but COVID restriction thwarted the ability to develop programming.

3a. Conducting an on-campus faculty /staff survey = Yes

Not a formal survey, but the university faculty and staff were canvassed by e-mail as to their GIS needs on campus. Several responses and follow up conversations ensued.

3b. Conducting an on-campus student survey = No

This survey was not conducted.

3c. Conducting an alumni survey = Yes

The GEOG Department conducted three program reviews in 2021. These program reviews include alumni surveys and the department was able to gain valuable information about GIS offerings and preparation from them.

4a. Changes approved and making it into the new catalog = Yes

The department had the Environmental Analysis and Planning program officially suspended. It was a low productivity program that suffered from faculty departures in GEOG and BIOL. The program is being redesigned by both departments. Changes were made to the Environmental Science concentration in the Earth Sciences major to reflect staffing changes due to a retirement.

4b. Changes approved and making it into the new catalog designed to remove curriculum barriers = Yes

Pre-req added to GEOG 310 to improve student success in this course. Pre-reqs removed from GEOG 317 to removed barriers to accessing the important GIS skills taught in this course.

5a. Number of K-12 institutions contacted to developed pathways into the department = 0

Canceled

5b. Number of community college contacted to develop transfer pathways into the department = 0

Preliminary research was conducted to look at course equivalencies at Hagerstown CC and Frederick CC, but no contacts were made.

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

The department has scaled down the total number of goals and action priorities for future strategic plans and has tried to develop goals/action priorities that don't depend as much on units external to the department.

Impact for Geography Goal 1 (enhance classroom instructional environment to support improved student learning) - We have had success in incremental improvements to classroom instructional environments. Resources were allocated from the tech fund. Improvements in instructional technology in Gunter 107, 212, and 224 via tech fund were approved for AY 2021-2022. The success encourages us to continue seeking updates to our classrooms in AY 2021-2022 and

beyond, specifically through tech fund requests. These needed resources will benefit our instruction, and we will continue making enhancement of classroom instruction a goal.

Impact for Geography Goal 3 (research campus GIS needs, potentially redesigning the department's GIScience abilities) - Through our program reviews (alumni surveys) and our canvassing of departmental needs on campus, we see the need to focus on this goal in the future. It is a priority. Our GIS offerings were seen as a weakness in our program reviews. In 2021-2022 we will focus on successfully requesting a PIN position to enhance our GIS offerings. We will also focus on creating a stand-alone minor proposal in Mapping and Geospatial Sciences to help serve students outside our discipline who increasingly need GIS skills in their professions. Human resources were allocated in the department to do the alumni surveys and departmental needs surveys. Human resources were used to do the program reviews (all three of them). We are hoping to obtain financial resources from the university in the future for the GIS needs.

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

As mentioned, a discussion of action item progress and accomplishments was made a part of each monthly department meeting. The final results reported here have been compiled and shared in the October 2021 department meeting as an agenda item. Results were put in Compliance Assist and shared with the Dean's Office.

Evidence, artifacts, and or back up documentation:

Kinesiology

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Strategic Goals:

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)

To implement a series of initiatives that will lead to recruitment and retention in each of the programs offered in the department of Kinesiology and Recreation (Aligns with COE Goal #1 & #2 and University Strategic Plan Goal #1)

Start:

7/1/2020

Providing Department:

Kinesiology

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

<u>Priorities</u>	<u>Actions</u>
-Collect data to identify academic needs, changes, and revisions	Review and synthesize comprehensive assessment and accreditation 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)

<p>- Develop a system to provide faculty with assistance and financial support for teaching-related professional development (full time and contractual faculty)</p>	<p>Provide more professional development opportunities to improve teacher effectiveness for all faculty members</p>
	<p>Provide more support (e.g., assign mentors, develop an orientation and handbook, include all faculty in departmental meetings) to new and adjunct faculty</p>
	<p>Assess technology needs (e.g., new/updated technology, training on use of existing technology) and other resource needs (e.g., new equipment) of faculty</p>
	<p>Create a welcoming and inclusive learning environment for students (e.g., improve classrooms, offices, and work space)</p>
<p>- Develop a process that ensures resources are allocated to improving faculty teaching effectiveness</p>	<p>Establish brown bag lunch and learn sessions</p>
	<p>Encourage faculty to attend and/or host university-wide teaching workshops</p>
	<p>Create expectation that investment (wherever possible) spans program boundaries</p>
<p>-Continued assessment and accreditation efforts to inform change and maintain accreditation for all programs and pursue accreditation for programs that currently do not have one</p>	<p>The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in implementing and revising annual program assessment that aligns with the university learning goals.</p>
	<p>KRAC will continue to assist Adventure Sports Management in developing a program assessment plan.</p>
	<p>Programs will conduct annual reviews and/or reports of assessment data to make data driven programmatic changes to maintain accreditation.</p>
	<p>KRAC will offer training as needed for new assessment tool(s).</p>
	<p>Maintain accreditation for all programs</p>
<p>-Support Student Organizations in their efforts</p>	<p>Each Fall, the Department chair will host a meeting with the representatives of the student organizations in the department to discuss ways in which the Department can support their efforts</p>
	<p>Complete sign-up for faculty advisors to department student organizations at first Department meeting each academic year.</p>
	<p>Establish expectations for faculty advising student organization in order to assure integration of student needs in programming efforts</p>
<p>- Engage alumni with our programs</p>	<p>Contact alumni for help with internship opportunities, mentoring students, interview and resume evaluation, promoting programs and invite them to events sponsored by the department (including Alumni Reunion and Career Expo)</p>
<p>-Support guest Speakers</p>	<p>Continue utilizing the Wellner Scholar Award between all programs within the department</p>

	Invite current practitioners to professional development events (increase networking opportunities for students while engaging off-campus community)
- Articulation agreements with community colleges	Develop articulation agreements with community colleges offering programs in areas of study that are directly linked to our programs (e.g. PGCC, AC, HCC, PCC, GC, Southern College of Maryland)
Engage in promotional efforts using multiple outlets	Create and distribute materials in high traffic areas for potential majors (e.g. flyers, posters; billboards; online presence on websites associated with those relevant businesses; tables at events)
	Social Media presence
	Websites maintained for each program/ current and accurate information included
	Distribute boxes with FSU swag (e.g. AT's in schools)
Program information sessions for recruiters and admissions office staff	Train the recruiters and the liaison person assigned to the department from the Admissions Office
Attending various recruitment events on campus and in the area – e.g. Majors Fair, Focus on the Future, Bring the Burg, etc	One faculty is part of the recruitment team at the college level and the department will be involved in college level initiatives
Analysis of retention data and trends	Complete a deeper analysis of our retention situation – analyze the data and develop a retention plan as needed

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

<u>Actions</u>	<u>Measures</u>
Review and synthesize comprehensive assessment and accreditation data to evaluate academic needs and make data-based decisions for changes and revisions.	Program meetings will capture academic changes made based on assessment and accreditation data
Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with the competition.	SWOT analysis completed by each program during the program review process

Develop and maintain an inventory of all experiential learning opportunities provided by each program.	An inventory of experiential learning opportunities completed by December 2020
At least 85% of the courses will provide an experiential learning component.	To observe a 10% increase from Fall 2020 to Fall 2021 in the experiential learning opportunities provided in the department
Expand students involvement within local, state, and national professional associations	Each program will provide at least one opportunity for students to get involved with local, state, and national professional associations
Investigate opportunities for summer and Spring Break experiential opportunities for students through university programs (e.g. Study abroad, educational student services)	Number of programs developed by the program to support experiential learning opportunities in summer and during Spring Break
Provide more professional development opportunities to improve teacher effectiveness for all faculty members	Increase in faculty reporting professional development participation to improve teaching efforts (Evaluation Notebooks)
Provide more support (e.g., assign mentors, develop an orientation and handbook, include all faculty in departmental meetings) to new and adjunct faculty	Survey for new faculty
Assess technology needs (e.g., new/updated technology, training on use of existing technology) and other resource needs (e.g., new equipment) of faculty	Inventory of technology needs developed/ request submitted for tech funds
Create a welcoming and inclusive learning environment for students	Inventory/assessment of learning environment

(e.g., improve classrooms, offices, and workspace)	
Establish brown bag lunch and learn sessions	Number of brown bag lunch and learn sessions held
Encourage faculty to attend and/or host university-wide teaching workshops	Assess the number of university-wide teaching workshops attended and instructor evaluation scores
Create the expectation that investment (wherever possible) spans program boundaries	Number of collaborative sessions implemented
<p>The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in implementing and revising annual program assessment that aligns with the university learning goals.</p> <p>KRAC will continue to assist Adventure Sports Management in developing a program assessment plan.</p>	Each program will refine its data collection plan based upon last year's field testing and results.
Programs will conduct annual reviews and/or reports of assessment data to make data-driven programmatic changes to maintain accreditation.	Program Academic Advisory meetings focus on assessment results and interpretation of data. Programmatic and academic changes were informed by data
KRAC will offer training as needed for new assessment tool(s).	Each program reports quality assessment information
Maintain accreditation for all programs	Accreditation schedule to be followed
Each Fall, the Department Chair will host a meeting with the representatives of the student organizations in the department to discuss ways in which the	Meeting with Department Chair and student representatives held

Department can support their efforts	
Complete sign-up for faculty advisors to department student organizations at the first Department meeting each academic year.	All student organizations have a faculty advisor
Establish expectations for faculty advising student organization in order to assure integration of student needs in programming efforts	Student organizations will submit brief yearly reports reflecting programming based on student needs
Contact alumni for help with internship opportunities, mentoring students, interview and resume evaluation, promoting programs, and invite them to events sponsored by the department (including Alumni Reunion and Career Expo)	Number of opportunities for students to engage with alumni
Continue utilizing the Wellner Scholar Award between all programs within the department	Number of students engaged in the experience
Invite current practitioners to professional development events (increase networking opportunities for students while engaging off-campus community)	Invitations sent to current practitioners for all relevant events; Number of non-student guests in attendance
Develop articulation agreements with community colleges offering programs in areas of study that are directly linked to our programs (e.g. PGCC, AC, HCC, PCC, GC, Southern College of Maryland)	Number of articulation agreements signed (5 by Fall 2020)

Create and distribute materials in high traffic areas for potential majors (e.g. flyers, posters; billboards; online presence on websites associated with those relevant businesses; tables at events)	Advisors of new students will record how students heard about their major
Social Media presence	Monthly posts for all major events programs and the department is involved with/ posts for student accomplishments
Websites maintained for each program/ current and accurate information included	Updates completed every semester
Distribute boxes with FSU swag (e.g. AT's in schools)	Distribute 10 packets/boxes per semester
Train the recruiters and the liaison person assigned to the department from the Admissions Office	One Training provided per academic year
One faculty is part of the recruitment team at the college level and the department will be involved in college-level initiatives	Advisors of new students will record how students heard about their major
Complete a deeper analysis of our retentions situation – analyze the data and develop a retention plan as needed	The report developed and have an implementation plan in place

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. The program coordinators were asked to provide a summary of the program accomplishments pertaining to the strategic plan action items. Faculty were given

the opportunity to comment, add additional information as needed, and were asked to provide input for revising 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, and provide engaging professional experiences for the students.	- Collect data to identify academic needs, changes, and revisions	Review and synthesize comprehensive assessment and accreditation 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 and accreditation data	<p>The Athletic Training (AT) program graduated from the last undergraduate AT cohort in May 2021. The proposals for the Master of Science in Athletic training and the combined program in Exercise and Sport Science (BS) and Athletic Training (MS) (3+2 program) were completed and MHEC approval was received.</p> <p>Significant changes were proposed to the Health and Physical Education program. The Health and Physical Education proposed the addition of three concentrations: Health and Physical Education; Health Education; and Community Health. The proposal was on the Senate Agenda in February 2021.</p>

					<p>The proposal was approved on-campus and submitted to MHEC for approval. MHEC approval was received in Summer 2021.</p> <p>To better help the EXSS students, the program started conversations about making changes to the EXSS 175 course (changing the number of credits for the course from 1 to 3 credits and building the tech fluency into the course). Program revisions were made to the Recreation and Parks Management undergraduate program. Changes in the course descriptions and changes in the Sport Promotion and Communication concentration were proposed and approved.</p>
		Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with the competition.	Ongoing – update as part of the program review	SWOT analysis completed by each program during the program review process	<p>A SWOT analysis was initiated for the Recreation and Parks Management program. The program review is scheduled for the 2021-2022 academic. The graduate program is currently monitoring</p>

					the changes made to the program and a SWOT analysis will be completed in Spring 2022.
	- Assess experiential learning opportunities provided by department programs	Develop and maintain an inventory of all experiential learning opportunities provided by each program.	Fall 2020	An inventory of experiential learning opportunities completed by December 2020	The inventory was completed and the information will be updated on a regular basis.
		At least 85% of the courses will provide an experiential learning component.	Fall 2020 – baseline data Fall 2021 – assess change	To observe a 10% increase from Fall 2020 to Fall 2021 in the experiential learning opportunities provided in the department	Based on the inventory developed, more than 85% of our courses provide experiential opportunities. In 2020/2021, the experiential learning opportunities offered by all our programs were strongly impacted by the pandemic. Safety precautions continued in Fall 2020 and Spring 2021 and our programs were limited in their ability to implement experiential learning. However, the faculty got creative and initiated a few new experiential learning opportunities, primarily in the Recreation and Parks Management program: a new opportunity was created with

				<p>Women's soccer and field hockey to learn game management; students created a podcast series; students created a conflict management training and a research paper on Generation Z recreational interest and marketing strategies were completed; students created a series of themed day camp weeks with resources, activity sheets, budget, and human resources to utilize; students provided park design recommendations for Deep Creek Lions Park in Garrett County; the program expanded the number of students completing field experience at Rocky Gap State Park from 2 to 6 students; new collaborations with local agencies were initiated for internship (Cumberland YMCA and the City of Cumberland Recreation and Parks Department).</p> <p>15 experience learning</p>
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				<p>opportunities were provided for the RPM students in 2020/2021.</p> <p>The RPM students were involved in an event fundraising activity for Be Like Bob which was conducted through Crowd Funding.</p> <p>The EXSS program provided the option for students to complete four courses instead of a internship. This was due to limited opportunities for internship sites due to the pandemic. The EXSS program created a module in the newly developed canvas page with internship information. New internship places will be added to this shell as a resource.</p> <p>The conversation regarding interprofessional education (IPE) began in spring 2021 with FSU's Athletic Training, Health Science, Physician Assistant and Nursing</p>
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					<p>programs. The first IPE activity, a poverty simulation, was completed in fall 2021. The simulation was hosted by a community organization, Bridges to Allegany</p> <p>The Health and Physical Education program continued to make sure the internship experiences meet MSDE requirements while providing students with sufficient experiences at all three levels. Thus, a new arrangement implemented. The program extended internship to 30 days and moved some of the requirements from Internship II to Internship I</p>
		Expand students involvement within local, state, and national professional associations	Every year/Ongoing	Each program will provide at least one opportunity for students to get involved with local, state, and national professional associations	<p>The ability to involve students with local, state, and national professional associations was impacted by the pandemic.</p> <p>The EXSS program created a canvas shell for students to increase communication and</p>

					promote professional development opportunities for students. A link to the National Strength and Conditioning Association (NSCA) Education Recognition Program (ERP) program was added to the shell to increase awareness of the program.
	- 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)	Ongoing	Number of programs developed by the program to support experiential learning opportunities in summer and during Spring Break	<p>The global pandemic impacted this effort. The Spring 2021 semester did not include a Spring Break.</p> <p>The department started initial planning and discussions for FSU CANOE (Center for Advancement of Nature and Outdoor Experiences). The center will provide experiential learning opportunities for students throughout the year.</p>
To allocate resources (human, financial, and physical) to efforts that have a positive impact on	- Develop a system to provide faculty with assistance and financial support for teaching-related	Provide more professional development opportunities to improve teacher effectiveness for all faculty members	2020	Increase in faculty reporting professional development participation to improve teaching efforts (Evaluation Notebooks)	Faculty attended virtual conferences at the state and national level and opportunities provided by the university (e.g. Quality Matter training). Two

<p>faculty teaching effectiveness and yield a high return on investment.</p>	<p>professional development (full time and contractual faculty)</p>				<p>faculty applied for funds for professional development. The opportunities for professional development were limited due to the pandemic and budgetary constraints. Several faculty completed the FSU training for online teaching.</p>
		<p>Provide more support (e.g., assign mentors, develop an orientation and handbook, include all faculty in departmental meetings) to new and adjunct faculty</p>	<p>2020</p>	<p>Survey for new faculty</p>	<p>The Athletic Training program hired Dr. Lauren Pacinelli to serve as the program's Coordinator of Clinical Education. Her teaching duties began in fall 2021.</p> <p>The Recreation and Parks Management program completed a search for new faculty and Jeff Far was hired.</p> <p>Mentors were assigned to both faculty and the department chair conducted an orientation session with each new faculty member. Furthermore, the College of Education developed a mentoring program and a new faculty group that meets on a regular basis. A</p>

					new faculty handbook was not created due to limited time (the pandemic added increased responsibilities; e.g. planning hybrid courses in Fall 2020).
		Assess technology needs (e.g., new/updated technology, training on use of existing technology) and other resource needs (e.g., new equipment) of faculty	Every year	Inventory of technology needs developed/ request submitted for tech funds	<p>The department submitted requests for technology needs as a result of the pandemic and requests for classroom upgrades. The technology in one of the classrooms in the P. Cordts Center (220B) was upgraded. Microphones were added to the room to facilitate virtual sessions.</p> <p>The needed technology was secured for the new faculty hired in the department.</p> <p>In addition, the technology needs will be assessed as part of the review process for each program.</p>
		Create a welcoming and inclusive learning environment for students (e.g., improve classrooms,	Every year	Inventory/assessment of learning environment	The department worked on assuring our classrooms and the PE Building follow Covid-19 guidelines/protocols. We worked on signage and social

		offices, and workspace)			<p>distancing measures to assure the PE Building provides a safe environment for faculty, students, and staff.</p> <p>The furniture in Room 104 in the PE Cordts Center was updated (new chairs and desks were added to the classroom).</p>
	- Develop a process that ensures resources are allocated to improving faculty teaching effectiveness	Establish brown bag lunch and learn sessions	Every year	Number of brown bag lunch and learn sessions held	<p>A series of sessions were integrated into our faculty meetings: Cidi Lab session provided by the Instructional Design and Technology Center at FSU; a session discussing the resources provided by the Career and Professional Development Center at FSU (e.g. Handshake); a session on advising hosted by Center for Academic Advising and Retention; a session on grants conducted by the Office of Sponsored Programs. A total of four sessions were implemented during the 2020/2021 academic year.</p>
		Encourage faculty to attend and/or host university-	Every year	Assess the number of university-wide teaching workshops attended and instructor evaluation scores	<p>Faculty attended various teaching workshops offered by the university – sessions offered by</p>

		wide teaching workshops			Center for Teaching Excellence at FSU, Quality Matters training, and teaching and technology sessions provided prior to semester beginning including training on teaching hybrid courses. The faculty participated in at least 10 training sessions in total.
		Create the expectation that investment (wherever possible) spans program boundaries	Every year	Number of collaborative sessions implemented	Limited ability for collaboration due to the pandemic.
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 and pursue accreditation for programs that currently do not have one	<p>The Kinesiology and Recreation Assessment committee (KRAC) will assist each program in implementing and revising annual program assessment that aligns with the university learning goals.</p> <p>KRAC will continue to assist Adventure Sports Management in developing</p>	Every year	Each program will refine its data collection plan based upon last year's field testing and results.	<p>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.</p> <p>Programs made revisions based on the assessment results (as applicable).</p>

		a program assessment plan.			<p>The EXSS program updated the student learning outcomes in course syllabi to reflect university learning goals.</p> <p>All programs gathered and submitted data annually for analysis.</p>
		Programs will conduct annual reviews and/or reports of assessment data to make data-driven programmatic changes to maintain accreditation.	Every year	Program Academic Advisory meetings focus on assessment results and interpretation of data. Programmatic and academic changes were informed by data	<p>The assessment reports were completed for both the undergraduate and graduate programs. Discussions were held regarding the results and the program coordinators started to initiate program changes based on the assessment data</p>
		KRAC will offer training as needed for new assessment tool(s).	Every year	Each program reports quality assessment information	<p>Training not requested during the 2020/2021 academic year.</p>
		Maintain accreditation for all programs	On-going for programs that are accredited	Accreditation schedule to be followed	<p>The MSAT Program earned CAATE accreditation in summer 2021.</p> <p>The Health and Physical Education program completed SPA reports for CAEP accreditation cycle.</p> <p>All accredited programs</p>

					submitted the annual accreditation reports on time. All programs maintained accreditation.
To promote and support educational activities that challenge our students to excel and engage them with the department, on campus, and at the local, national, and international levels.	- Support Student Organizations in their efforts	Each Fall, the Department Chair will host a meeting with the representatives of the student organizations in the department to discuss ways in which the Department can support their efforts	Every year	Meeting with Department Chair and student representatives held	<p>This effort was impacted by the pandemic. Our student organizations were restricted in their ability to develop various activities.</p> <p>However, an EXSS student organization began to form in the fall of 2021. Two EXSS students took the initiative and Hunter Brakeall was determined as the faculty advisor.</p> <p>Recreation Society has also started to be more active in Fall 2021. The organization planned and implement various events (park clean-up, hikes, and the homecoming tailgate event).</p>
		Complete sign-up for faculty advisors to department student organizations at the first Department meeting each academic year.	Every year	All student organizations have a faculty advisor	All the active student organizations had a faculty advisor assigned.

		Establish expectations for faculty advising student organization in order to assure integration of student needs in programming efforts	Every year	Student organizations will submit brief yearly reports reflecting programming based on student needs	This effort was impacted by the pandemic. The student organizations were limited in their ability to plan and implement events.
	- 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 (including Alumni Reunion and Career Expo)	Every year	Number of opportunities for students to engage with alumni	<p>A Homecoming Alumni Networking series was hosted by one of our student organizations, Recreation Society. The networking series involved 5 alumni and at least 50 students were involved in this event.</p> <p>Furthermore, various alumni were invited to speak in various courses and they were contacted by faculty to discuss field experiences and internship opportunities for students.</p> <p>The department hosted the 3rd Spring Fling event for the Department. An Opportunity Grant was received to support the event. The event had a hybrid format, 5 alumni joining the session virtually. 15</p>

					students participated in this event.
	- Support guest Speakers	Continue utilizing the Wellner Scholar Award between all programs within the department	Every year	Number of students engaged in the experience	Due to the pandemic, the Wellner Scholar was canceled in Spring 2021.
		Invite current practitioners to professional development events (increase networking opportunities for students while engaging off-campus community)	Every year	Invitations sent to current practitioners for all relevant events; Number of non-student guests in attendance	This effort was impacted by the pandemic. Our ability to organize events was limited in 2020/2021.
Goal #5 To implement a series of initiatives that will lead to recruitment and retention in each of the programs offered in the Department of Kinesiology and Recreation	- Articulation agreements with community colleges	Develop articulation agreements with community colleges offering programs in areas of study that are directly linked to our programs (e.g. PGCC, AC, HCC, PCC, GC, Southern College of Maryland)	Fall 2020	Number of articulation agreements signed (5 by Fall 2020)	Finalized an articulation agreement with the College of Southern Maryland for two concentrations in the Recreation and Parks Management Program. An articulation agreement was signed between the Exercise and Sport Science program at FSU and the Physical Assistant program at Allegany College of Maryland. Two articulations agreements for the

					Exercise and Sport Science are in progress: articulation agreement with Harford Community College and Baltimore City Community College.
	Engage in promotional efforts using multiple outlets	Create and distribute materials in high traffic areas for potential majors (e.g. flyers, posters; billboards; online presence on websites associated with those relevant businesses; tables at events)	Ongoing	Advisors of new students will record how students heard about their major	Limited opportunities due to the pandemic; ongoing efforts. New rack cards were developed for several of our programs (RPM graduate and undergraduate; MSAT and combined EXSS/AT program)
		Social Media presence	Ongoing	Monthly posts for all major events programs and the department is involved with/ posts for student accomplishments	The Department was not as active on social media. However, we posted when major events were hosted by the department.
		Websites maintained for each program/ current and accurate information included	Ongoing	Updates completed every semester	The Department website was updated in Spring 2021.
		Distribute boxes with FSU swag (e.g. AT's in schools)	Ongoing	Distribute 10 packets/boxes per semester	Task not completed due to the pandemic. Schools moved to online instruction during the

					2020/2021 academic year.
	Program information sessions for recruiters and admissions office staff	Train the recruiters and the liaison person assigned to the department from the Admissions Office	Ongoing	One Training provided per academic year	Task not completed due to major changes in the Admissions Office.
	Attending various recruitment events on campus and in the area – e.g. Majors Fair, Focus on the Future, Bring the Burg, etc	One faculty is part of the recruitment team at the college level and the department will be involved in college-level initiatives	Ongoing	Advisors of new students will record how students heard about their major	<p>Participated in open house events (virtual and in-person)</p> <p>Participated in involvement fair which was student planned and conducted</p> <p>Participated in major's fair which was student planned and conducted</p> <p>One of the faculty in the department is part of the recruitment team at the college level.</p>
	Analysis of retention data and trends	Complete a deeper analysis of our retentions situation – analyze the data and develop a retention plan as needed	Preliminary plan by the end of Spring 2020	A report developed and implementation plan in place	A retention committee was established at the college level. This effort is ongoing.

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, 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 on clarifying each action priority and defining measurements that can be completed in a timely manner.

The focus on the upcoming year's plan is:

Accreditation visits, Program Reviews, Assessment (ongoing): Recreation and Parks Management – accreditation self-study to be submitted in Fall 2021; Exercise and Sport Science accreditation visit in Spring 2022. Program Reviews – Recreation and Parks Management (graduate and undergraduate) and Adventure Sports Management

Experiential learning – impacted by the pandemic; considerations for moving forward

Improving faculty teaching effectiveness – department chair will survey faculty for topics of interest, and we will integrate these sessions in our monthly faculty meetings

Student organizations – engagement and continued growth

Recruitment and Retention – articulation agreements, videos, letter for prospective students, department open house, website updates, social media, developing promotional materials, retention assessment

Alumni and practitioner involvement – Spring Fling and Wellner Scholar

In terms resource allocation, the department budget has been dramatically reduced. The current budget covers only our fixed costs for operation (printers, telephones, Scantron, etc). Unfortunately, the department has no funds to support the strategic plan efforts. We are extremely concerned on how we can move forward if don't have the budget to support our strategic priorities.

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 2021 and at various faculty meetings in Fall 2021. Furthermore, the program coordinators were engaged in discussions regarding priorities for the 2021/2022 academic year. 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

[KREC Strategic Plan Report Fall 2020 - Spring 2021 Results.docx](#)

[KREC Institutional Learning Goals Assessment 2020-2021.docx](#)

[KREC Graduate Institutional Learning Goals Report Fall 2020 Spring 2021.docx](#)

[Spring Fling Invite 2021 .pptx](#)

[Homecoming Alumni Networking Series calendar.pdf](#)

[Academic Program Proposal - Health and Wellness Education F2020 - Final Copy \(1\).docx](#)

[RPM Executive Summary and program proposal.docx](#)

[Executive summary Sport Promotion and Communication Concentration.docx](#)

[Executive Summary- Combined EXSS-MSAT Curr Changes 2021.docx](#)

[Executive Summary- MSAT Curr Changes 2021.docx](#)

[Signed Articulation Agreement ACM PTA Program .pdf](#)

[Frostburg State University Recreation and Parks Management, Sports Promotion and Communication.docx](#)

[Frostburg State University Recreation and Parks Management.docx](#)

Nursing

New Departmental Annual Report Item for 2020-2021

Specify your Division/Department Goals Priorities.:

DON Goal 1: Develop initiative to expand new programs.

DON Goal 2: Maintain a culture of accreditation readiness at all times.

DON Goal 3: Develop a collaboration with the COE to implement a health promotion/health educator concentration.

DON Goal 4: Continue to develop partnerships with community colleges.

DON Goal 5: Continue to strengthen relationships with community organizations to improve clinical outcomes.

DON Goal 6: Continue to refine the faculty and staff development strategy.

DON Goal 7: Enhance student retention and recruitment strategies.

DON Goal 8: Determine organizational structure of nursing in terms of fiscal and human resources to support future program growth.

DON Goal 9: Further develop and strengthen a relationship between the DoN and Brady Health via potential NSP II support.

FOR LINKAGES, SEE THE SECOND DOCUMENT ATTACHMENT BELOW.

Start:

7/1/2020

Providing Department:

Nursing

End:

6/30/2021

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?:

N/A

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. Information is uploaded into Compliance Assist.

Evidence, artifacts, and or back up documentation:

Attached Files

[DON Action Priorities Alignment Doc AY2020 2021 FINAL.docx](#)

[Systematic Evaluation Plan SEP SRC AY 2020 2021.docx](#)

[DON Goals Outcomes AY2020 2021 FINAL.docx](#)

[DON Strategic Plan Aligment 21-22.docx](#)

**Physician Assistant Medicine
New Departmental Annual Report for FY 2021 (AY
2020-2021)**

Specify your Division/Department Goals Priorities.:

1. Maintain accreditation (aligns with CLAS goal 1 and university strategic plan goals 1 and 2).
2. Recruit and retain students (aligns with CLAS goal 5 and university strategic plan goal 4).
3. Provide support for students to pass the national certification exam (aligns with CLAS goal 1 and university strategic plan goals 1 and 2).

Start:

7/1/2020

Providing Department:

Physician Assistant Medicine

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1.a. Complete the self study report for the ARC-PA (accreditation).
- 1.b. Review new accreditation standards - 5th edition effective September, 2020l.
- 1.c. Complete accreditation application by January 18, 2021.

- 1.d. Complete successful virtual accreditation visit on April 12 and 13 of 2021.
- 2.a. Actively recruit students from Western Maryland.
- 2.b. Seek feedback from students.
- 2.c. Do end of curriculum survey of students.
- 3.a. Provide national certification review course for students.

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

- 1.a. The measure is the completion of all sections of the self-study report.
- 1.b. The measure is the completion of review of the new standards by all faculty in the PAM program.
- 1.c. The measure is the completion of all parts of the accreditation application by January 18, 2021 and distribution to ARC-PA.
- 1.d. The measure is the completion of a successful accreditation visit on April 12 and 13 of 2021. Number of Citations will be a measure, too.
- 2.a. The measure is the number of total applicants and number of students recruited from Western Maryland counties.
- 2.b. The measure is number of responses received from students and number of students who responded. Quantitative and qualitative data is gathered and reviewed.
- 2.c. The measure is completion of the end of curriculum survey with students, number of students who participated, survey data gathered, and number of suggestions implemented.
- 3.a. The measure is the number of students who were eligible to take the course, number who participated in the review course. and number of students who passed the exam.

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

NA

What were the results?:

1.a. The self-study was completed for the ARC-PA (accreditation).

1.b. All faculty in the PA program began the process of reviewing new accreditation standards (5th edition effective September 2020) and will continue to review updated information for accreditation.

1.c. The accreditation application was completed and distributed to ARC-PA by January 18, 2021.

1.d. The Provisional Monitoring visit was completed on April 12 and 13, 2021. The ARC-PA issued several observations and a total of 10 Citations were issued. For four of the Citations, no follow-up report was due, indicating the issues had been resolved. The remaining Citations had reports due in November and December of 2021, and they will be reviewed in advance of the March 2022 ARC-PA meeting for disposition.

2.a. Students were recruited from Western Maryland for the PA program. The program continues to receive and evaluate applicants, and a majority of applicants are from Maryland. There is a preference in the admission practices for such applicants. In the last cycle, we had around 816 applicants, of which 323 were from Maryland. Of the 323 from Maryland, only about 182 were from counties west of Baltimore County, and of those, only 66 were from Frederick County westward (Frederick 29, Washington 20, Allegany 14, and Garrett 4). The recruitment efforts were through the website and several advising sessions for applicants.

2.b. Students provided feedback. As part of our ongoing Program Analysis, we collect student feedback on curricular and administrative components of the Program. Students were surveyed as to strengths and weaknesses.

Didactic Student Review from 2019- 2021 - Two and a half cohorts of didactic students (75 individuals) - Quantitative student assessments as measured by a 5-point Likert scale with an overall 55% response rate are: Instructors (4.54 - Standard Deviation 0.56) and Courses (4.4 - SD 0.77). Qualitative data from the same survey tool indicated positive themes (innovative teaching methods, experiential lab learning, and formative Objective Structured Clinical Examinations). Negative themes were organization of individual courses, concerns about difficult tests, and concerns about the difficulty of fitting work into time available.

Clinical Student Review from 2020-2022 - One and a half cohorts of clinical students (50 individuals) - Confirmed survey participation is required of all students as part of the grading plan which results in 100% participation, although some students choose to not answer some questions. - Quantitative student assessment of clinical sites is measured by a 4-point Likert scale. - Combined data from 4,837 responses is 3.75 with a SD of 0.09. There is data on individual responses regarding clinical sites, too. Qualitative student assessment of clinical sites has 100% response rate. Positive themes were excellent clinical preceptors (PAs, MDs, and NPs), supportive staff, and good exposure to patients. Negative themes were 1st cohort comments about limited access to Electronic Medical Records which were not mentioned by the second cohort, 1st cohort comments about pandemic limitations which were not mentioned by

second cohort, and 1st cohort comments about specific hospital badge and security access issues which were not mentioned by second cohort.

2.c. Students completed an end of curriculum survey. All 25 graduates filled out the end of curriculum survey in 2020. We are still in the process of analyzing this data. The bottom line on student evaluation of curricular and administrative aspects of the PA program was an average score of 4.38/5.0 scale. Therefore, for most survey items students Agreed and many Strongly Agreed that the Program was achieving many of the goals we set out to accomplish/survey. We have implemented several of the qualitative themes that were brought up. For example we provided a cadaver lab experiences which was requested in comments.

3.a. Support was provided for students. All students were eligible to take a PALLA-provided PANCE course, and only 16% of the class took the course. We were able to track the activity of the students that participated and the extent to which they were engaged. We surveyed the students, and there were a variety of responses from the timing to cost (it was free) and life circumstances. What we do know is that the few (around 5 students) that did the course were not very engaged/active. For example - the students did not take the provided quiz questions. There was not a lot of data regarding the exact contribution or lack of it that was the result of the provided review course. Future efforts will focus on getting more involvement across the cohort.

We have done an in-depth analysis of the data across the Program and the relationship to student success and failure on the PANCE exam. What we determined was important was the relationship between End-of-Rotation Exams and success. Also, one of the main predictors of success was the PACKRAT test that we administer twice during the 2-year program. We have used this data to begin identifying and counseling students on what they may need to do to be successful on PANCE. In our first cohort, we had 7 students fail. For the second cohort, our predictors indicate about seven students may have problems. We are supporting them with plans and information to actively try and prevent them from failing.

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 of the upcoming year's plan is a.) to strengthen the clinical year to increase rotations and have successful End of Rotation exam results, b.) to develop a strategic plan to grow the program, c.) to prioritize and support faculty development, and d.) to continue to work on accreditation issues. All of these areas were impacted by COVID-19.
2. Financial resources were allocated to hire new faculty and to hire a consultant. A consultant and staff person worked with the department on accreditation standards, writing of the report, and getting ready for the ARC-PA visit. The consultant also helped the program to find a new director after Beth Smolko left in January. Human resources were redistributed as Carrie McMahon stepped into the role of interim director until Dan O'Donoghue was hired. Much time was allocated by all of the faculty and staff in the program to work on the self-study, completed accreditation report, site visit, and responses to questions raised by the accrediting team.

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

The plan and results were communicated in department meetings and individual meetings weekly.

The plan and results were conveyed to the Dean's Office, the Provost's Office, and to ARC-PA for accreditation purposes.

Information was entered into Compliance Assist.

Evidence, artifacts, and or back up documentation:

Social Work

New Departmental Annual Report Item for Academic Year 2020-2021

Specify your Division/Department Goals Priorities.:

Please note, these goals were developed by the prior chair.

1. Conduct Faculty Search (Aligns with CLAS Strategic Goal 4 and University Strategic Plan Goal 4.)
2. Develop 4+1 Program (Aligns with CLAS Strategic Goal 3 and University Strategic Plan Goal 4.)
3. Develop Social Work Minor (Aligns with CLAS Strategic Goal 3 and University Strategic Plan Goal 4.)
4. Lead Department of Social Work through Transitions (Aligns with CLAS Strategic Goal 4 and University Strategic Plan Goal 4.)

Start:

7/1/2020

Providing Department:

Social Work

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1.a. Prepare ad for search (Linked with CLAS Action Priority 4.a. and University Goal 4.)
- 1.b. Interview and select candidate (Linked with CLAS Action Priority 4.a. and University Goal 4.)
- 2.a. Follow up with Salisbury University to establish agreement (Linked with CLAS Action Priority 3.d. and University Goal 4.)
- 2.b. Increase GPA minimum requirement for SOWK majors to meet Salisbury's standards (Linked with CLAS Action Priority 3.d. and University Goal 4.)
- 3.a. Follow up with Nursing and Psychology programs to gauge interest in SOWK minor (Linked with CLAS Action Priority 3.d. and University Goal 4.)
- 3.b. Identify additional departments that may be interested in a SOWK minor (Linked with CLAS Action Priority 3.d. and University Goal 4.)
- 4.a. Mentor new Chair of SOWK Department (Linked with CLAS Action Priority 4.d. and University Goal 4.)
- 4.b. Mentor new Director of Field Experiences (Linked with CLAS Action Priority 4.c. and University Goal 4.)
- 4.c. Replace Administrative Assistant and Restructure the Position (Linked with CLAS Action Priority 4.a. and University Goal 4.)

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

- 1.a. Was the ad for search prepared to broaden the applicant pool?
- 1.b. Was an interdisciplinary Search Committee put together? How many people were on the committee?
- 1.b. Did the Search Committee review applicants' materials for the initial review? How many applicants applied? Was a rubric used?

1.b. Were candidates then screened again and selected for possible interviews? How many candidates were there in the pool after the second screening?

1.b. Were diverse candidates finally selected and interviewed? How many?

1.b. Was a decision made on selecting a final candidate with a final offer being made and accepted by this individual?

2.a. Was follow up conducted with Salisbury University in reference to establishing an agreement? Was an agreement established?

2.b. Was the GPA minimum requirement for SOWK majors to meet Salisbury's standards increased?

3.a. Was follow-up conducted with the Nursing and Psychology programs?

3.b. Were additional departments that may be interested in a SOWK minor identified? How many?

4.a. Did the retiring Chair of the SOWK Department (retired in December 2020) mentor the incoming Chair of the SOWK Department?

4.b. Did the former Field Director (stepped down from the position in December 2020 and retired in May 2021) mentor the new Field Director?

4.c. Was a new Administrative Assistant hired and the position restructured?

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

N/A

What were the results?:

1.a. The ad for search prepared was prepared in collaboration with Chris Everett in HR and Elisabeth Lean in SOWK.

1.b. Elisabeth Lean put together an interdisciplinary Search Committee comprised of herself, Annjane Ross (SOWK), Lindsey Staggers-Gardner (Nursing), and Jennifer Flinn (PSYC).

1.b. The Search Committee reviewed applicants' materials using a rubric created by Elisabeth Lean in SOWK to assess individuals.

1.b. Based on the results of 1.c., four candidates were selected for an initial screening. One candidate removed herself from consideration. Screenings were conducted with the remaining three.

1.b. Based on the results of 1.d., two candidates were chosen for full interviews. Both candidates were interviewed.

1.b. Based on the results of the screenings and interviews, the Search Committee selected a final candidate, a recommendation was made to the CLAS Dean who made a formal offer to the candidate, and the candidate accepted.

2.a. It is unknown whether the former Chair followed up with Salisbury University in reference to establishing an agreement. It is also unknown who was initially contacted at Salisbury.

2.b. The GPA minimum requirement for SOWK majors to meet Salisbury's standards was not increased.

3.a. It is unknown whether the former Chair followed up with the Nursing and Psychology programs.

3.b. It is unknown whether the former Chair identified additional departments that may be interested in a SOWK minor.

4.a. The retiring SOWK Chair did not mentor the incoming SOWK Chair. No hardcopy or electronic files, notes, processes, etc. were shared with the current Chair.

4.b. The former Field Director did not mentor the new Field Director. At best, limited and outdated documents were shared with the new Field Director.

4.c. The Administrative Assistant position was restructured at the end of Fall 2020 such that MATH and SOWK share an Administrative Assistant hired. A new administrative assistant was hired in Spring 2021 due to the former administrative assistant accepting a position in a different office at FSU.

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?:

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

1. Right now, Social Work has hired new faculty, and there will be no focus on doing searches in the upcoming year.

2. Given that the department is comprised of three full-time faculty members with 0 to 4 semesters completed at FSU, establishing a 4+1 agreement with Salisbury University will not be pursued at this time. However, the department intends to pursue during 2021-2022 an increase in the GPA minimum requirements for SOWK majors that (a) is inline with universities of similar sizes and (b) to enhance students' viability in attaining Advanced Standing in MSW programs. Students who have graduated from an accredited undergraduate social work program (i.e., BSW or B.A./B.S. in SOWK) who are awarded Advanced Standing complete an MSW in half the time compared to those not awarded Advanced Standing. This is contingent upon said students meeting certain overall GPA and SOWK GPA criteria. The department's intent is to increase the GPA requirements on a gradual basis.

3. As will be detailed in the Strategic Goals to be initiated in FY2022, the SOWK curriculum will be restructured. Part of this restructuring includes the delineation of an 18-credit minor in SOWK based on the changes to be made to the curriculum. Departments that may be interested in/supportive of a SOWK minor will be identified as part of that goal.

4. Without mentoring from the now-retired Chair and now-retired former Field Director, the current Chair and current Field Director took it upon themselves to mentor each other (and are committed to mentoring their new full-time faculty member who begins in Fall 2021). Given the numerous challenges the department has uncovered since January 2021 stemming from the lack of hardcopy and/or electronic files, documentation, etc., the following will be undertaken once our third full-time faculty member joins us: with the support of the administrative assistant, all documents pertaining to the overall functioning and well-being of the department will be shared on the OneDrive. Prior to OneDrive, the department had a shared drive. However, the files on the shared drive are limited and incomplete (e.g., lack of documentation regarding letters sent to students who were accepted, deferred, or refused acceptance into the SOWK program; lack of documentation regarding field placements/internships; etc.). While roles and responsibilities in the department vary, it is imperative that departmental knowledge be constructed with and shared among faculty members.

Were resources allocated or redistributed?

Yes. There were positions redistributed and there were time resources allocated to deal with the transitions in the Social Work Department with the three retirements that occurred in 2020-2021. With respect to the restructuring of the Administrative Assistant position, SOWK is to have at least 40% of her time. During the Spring 2021 semester, the Administrative Assistant, at the behest of the MATH Department, spent half of Mondays and Fridays in the physical SOWK Department. This only equates to 20% of her time. Thus, the current agreement is not being followed. However, the current agreement needs to be revised as the SOWK Department needs 50% of her time due to the Council of Social Work Education (CSWE) Accreditation Standards. Thus, the agreement needs to be rewritten specifying such, and outlining that the administrative assistant spend 2.5 days in the physical SOWK office as follows: Monday (full day), Tuesday (full day), and Friday (half day). It should be noted that SOWK's administrative assistant and Sociology's administrative assistant share the same physical workspace (re: desk, computer, etc.) in 7 American with Sociology's Administrative Assistant spending Wednesdays and Thursdays in the office. The SOWK department needs at least 50% of the administrative assistant's time as it was uncovered today (8/4/2021) that the administrative assistant who retired in December 2020 neglected her duties such that all information mandated to be kept on file by the Council of

Social Work Education for each student over a designated time frame was not done. This is of grave concern given that the department is up for reaffirmation in 2023. Students' files for at least the past 7-8 years will need to be revised and reconstructed to the best of the department's ability. All of these tasks required time resources from the faculty and the administrative assistant this past year and will require time resources in the new academic year.

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

The plan itself and outcomes were shared with the Dean's Office, but the current chair does not remember them being shared with the department. Given that this plan was devised by the former Chair of SOWK who has since retired and that the former Field Director has also retired, it is unclear as to whether it is relevant to share the results of this plan with the other two full-time faculty members in SOWK. This is because one of the members does not start until Fall 2021, and the other member started in Spring 2021.

The issues and action priorities were not adequately communicated at departmental meetings. However, moving forward, departmental members will be informed of the plan and its action priorities.

Evidence, artifacts, and or back up documentation:

Library

FY 2021 Lewis J. Ort Library Annual Report

Specify your Division/Department Goals Priorities.:

G. 1: Execute components of the information literacy program plan that focuses on student success and assesses students at all levels of information literacy understanding. (Aligns with University Goal # 1)

G. 2: Improve online, asynchronous options for library and information literacy instruction, and research and reference help. (Aligns with University Goals # 1 & 2)

G. 3: 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. 4: Create an environment that is welcoming, inclusive, respects diversity, promotes anti-racism and contributes to the cultural competence of our students. (Aligns with University Goal # 2)

G. 5: 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. 6: 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. 7: Participate in University initiatives that support institutional efficiencies and effectiveness, including sustainable assessment. (Aligns with University Goal # 4)

G. 8: Promote a commitment to the ongoing development and/or continuing education of all Library staff. (Aligns with University Goal # 4)

G. 9: Evaluate Library processes and workflows to facilitate better effectiveness in staffing, services, and building use. (Aligns with University Goal #4)

Start:

7/1/2020

Providing Department:

Library

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

G. 1. AP. 1: Formulate an action plan to invite/encourage teaching faculty from other academic disciplines to meaningfully contribute to the Information Literacy Committee.

G1. AP. 2: Launch updated information literacy assessment for ENGL 101/111 and ENGL 308.

G. 2. AP. 1: Create portal page for Research Guides (LibGuides), Ask a Librarian (LibAnswers), and Research Consultations (LibCal) to provide FSU students, faculty and staff seamless access to research and reference resources and services.

G. 2. AP. 2: Create "generic" modules for library and information literacy instruction in Canvas to provide faculty greater options for incorporating asynchronous library instruction into their courses and provide librarians a starting point from which to build our specific course modules.

G. 2. AP. 3: Research and create a best practices style guide for creating library video tutorials.

G. 2. AP. 4: Investigate methods to more seamlessly integrate library resources and services into the learning experience.

G. 3. AP. 1: Conduct an assessment of library facilities in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

G. 3. 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. 3. AP. 3: Schedule lunch 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. 3. AP. 4: Review and revise the library's collection development policies.

G. 3. AP. 5: Assess technology status in the library to determine needs to support and reinforce student learning.

G. 4. AP. 1: Conduct an inventory of the Library's environment (physical and online), services, collections, and programming related specifically to creating a culture of inclusion, respect for diversity, and promoting anti-racism.

G. 4. AP. 2: Encourage Library staff to participate in Library and University initiatives established to increase faculty, staff, and students' understanding of diversity and the promotion of anti-racism on campus.

G. 5. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 5. AP. 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

G. 5. 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. 6. AP. 1: Develop a comprehensive library outreach plan.

G. 6. AP. 2: Promote via social media and other means Library services, resources, and archival collections.

G. 6. AP. 3: 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, both as a physical space and online.

G. 6. AP. 4: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into a digital repository.

G. 7. AP. 1: Document Library initiatives that address Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.

G. 7. AP. 2: Continue to assess the Library's impact on institutional retention efforts and student success.

G. 7. AP. 3: Investigate areas of potential partnership with and support for co-curricular offices and programs that contribute to improved student academic success.

G. 7. AP. 4: Assist the University in progressing toward the achievement of its 2023 Outcome (FSU Action Item 8) on integrating Open Educational Resources into most FSU Courses.

G. 8. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 9. AP. 1: Complete cross-training all Library staff for service desk coverage and increased knowledge in library operations and staff functions.

G. 9. AP. 2: Create a roadmap detailing our vision for the Library 5 to 10 years. Include the known or assumed impact of COVID-19 on academic libraries and services now and in the future.

G. 9. AP. 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

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

G. 1. AP. 1. Metric: The creation of an action plan by Research & Learning librarians that would be implemented to encourage faculty engagement in the ILC.

G. 1. AP. 2. Metric: Assessment report of data gathered from applying the Library's assessment methods for ENGL 101/111 and ENGL 308 information literacy instruction sessions.

G. 2. AP. 1. Metric: The creation of an online portal page using currently available technologies.

G. 2. AP. 2. Metric: The creation of generic information literacy instruction modules in Canvas that can be marketed to FSU faculty and used by librarians providing instruction.

G. 2. AP. 3. Metric: The creation of a best practices document, to be shared with and accessible to all library staff.

G. 2. AP. 4. Metric: Evidence of the integration of library resources into learning software platforms and/or development of related modules, tools, or resources.

G. 3. AP. 1. Metric: Delivery of assessment and research activities plan. The metric will be the results of assessment activities and recommendations submitted to the Provost.

G. 3. AP. 2. Metric: Evidence of the results of the reviews including the number of items evaluated, the number of volumes withdrawn, and faculty feedback.

G. 3. AP. 3. Metric: Progress would be measured by the number of meetings with the academic departments per semester and producing minutes as well as relevant reports that detail follow-up to action items identified. Unfortunately, this Action Priority has once again been postponed due to COVID-19.

G. 3. AP. 4. Metric: Evidence of receiving input from the library faculty, staff and library director on the existing policies; production of a draft revised policy.

G. 3. AP. 5. Metric: The metric will be the existence or non-existence of new technology.

G. 4. AP. 1. Metric: The metric will be a resulting report from the students' ad hoc committee and inventory of the Library's environment, services, collections, and events related to diversity, equity, and inclusion with specific recommendations.

G. 4. AP. 2. Metric: The metric will be documentation promoting library staff to participate in DEI initiatives in the library and on campus.

G. 5. AP. 1. Metric: Multiple metrics will be used to assess the Library's effectiveness in supporting this Action Priority. Those metrics include evidence of ongoing communication between Ort Library staff and the USM Hagerstown Center Library staff; documented participation of Ort Library staff in USMAI's advisory and committee organizational infrastructure; documentation of completion of tasks related to migrating the USMAI Shared Print Retention initiative to the EAST partnership, including assigning additional volumes for retention in the stacks; and the statistical evidence of the number of data records changed in the database.

G. 5. AP. 2. Metric: The metric will include evidence of promoting the Archives to facilitate visibility for the Institute.

G. 5. AP. 3. Metric: Documentation of collaboration such as, but not limited to, photographs, news articles, grants, communications, etc.

G. 6. AP. 1. Metric: The creation of a committee and the draft of a plan.

G. 6. AP. 2. Metric: Increased evidence of social media posts related to the Library on Facebook, Twitter, Instagram, etc.

G. 6. AP. 3. Metric: Documentation of collaboration such as, but not limited to, photographs, news articles, grants, communications, etc.

G. 6. AP. 4. Metric: Evidence of digital assets from Ort Library's Special Collections and Beall Archives utilized in WHILBR's digital repository.

G. 7. AP. 1. Metric: The metric for this AP will be the written documentation of various Library assessment methods to assess user satisfaction with evidence of implementation and data-informed results.

G. 7. AP. 2. Metric: The metric for this AP will be the FY 2021 Information Literacy Assessment Report.

G. 7. AP. 3. Metric: Potential identification and implementation of programs, services, and/or other collaborative activities.

G. 7. AP. 4. Metric: Documentation of Ort Library's participation in the M.O.S.T. Western Maryland OER Grant, and evidence of supporting FSU faculty in pursuing their interests in OERs.

G. 8. AP. 1. Metric: All library staff will be encouraged to attend at least one Library, University, USMAI, or other organizations' development events as one of their 3 goals on the FY 2021 PMPs with documented evidence of attendance at events.

G. 9. AP. 1: Metric: The percentage of staff who are cross-trained to serve at the Main Service Desk, results of an inventory of the levels of training staff have had, what additional training is needed.

G. 9. AP. 2: Metric: Evidence of research and a report to inform future strategic planning.

G. 9. AP. 3: Metric: The results of the environmental scan and assessment with recommendations and position justification forms.

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

G. 1. AP. 1: Formulate an action plan to invite/encourage teaching faculty from other academic disciplines to meaningfully contribute to the Information Literacy Committee.

The process of assessment for this action priority would be to evaluate the plan in regard to its intent, its objectives, outcomes, and procedures for identifying teaching faculty to invite on the committee - how many, range of disciplines, types of diversity, and how faculty will be contacted.

This action priority was put on hold in FY21 due to the on-going pandemic and personnel changes. No significant planning was done in FY21. With the hire of the new Information Literacy Instruction Coordinator, we hope to make progress on this action priority in FY23.

G1. AP. 2: Launch updated information literacy assessment for ENGL 101/111 and ENGL 308.

For ENGL 101/111, the Research & Learning team continued to use a Baseline Survey through Campus Labs, and asked instructors to have their students complete the survey at some point after they received library instruction. The questions on the survey were updated over the summer 2020 to be more practical, often in the form of a research scenario. In June 2021, the Information Literacy Committee under the leadership of Theresa Mastrodonato completed the *Information Literacy Assessment Plan/Rubric Report*. See the Results for data.

G. 2. AP. 1: Create portal page for Research Guides (LibGuides), Ask a Librarian (LibAnswers), and Research Consultations (LibCal) to provide FSU students, faculty and staff seamless access to research and reference resources and services.

In Fall 2020, the Research & Learning Division created a portal page using the Springshare LibAnswers system. Portal features FAQs; methods to get research help including live chat, submitting a question by email, calling, and scheduling a research consultation; and links to research resources such as Subject and Course LibGuides; A-Z Database list, and OneSearch. The assessment for this action priority would be the usage data and feedback from users. However, the software used to create the portal page does not provide usage statistics to assess the results. The Research & Learning staff are exploring ways for collecting that data for FY 2022.

G. 2. AP. 2: Create "generic" modules for library and information literacy instruction in Canvas to provide faculty greater options for incorporating asynchronous library instruction into their courses and provide librarians a starting point from which to build our specific course modules.

A Canvas module for ENGL 300-level library and information literacy instruction was created in Spring 2021. At this point of development, only a feedback survey via Google forms is used to assess the effectiveness of the module (no survey submissions so far), but in the Canvas LMS environment quizzes and tracking completion can be added in the future to more accurately measure effectiveness.

G. 2. AP. 3: Research and create a best practices style guide for creating library video tutorials.

Due to personnel changes in 2021, this project was put on hold. With the hiring of the new Information Literacy Instruction Coordinator, we hope to make progress on this action priority in FY 23.

G. 2. AP. 4: Investigate methods to more seamlessly integrate library resources and services into the learning experience.

Tactic 1: Collaborate with OIT Instructional Technology staff to investigate and test the feasibility of EDS/OneSearch Learning Tools Interoperability (LTI) in Canvas, and

Tactic 2: Create course modules, videos, guides and other items that may be embedded into online course materials or otherwise provide instruction for integrating library resources into classes.

The collaborative process between the Library and OIT Instructional Technology staff and the successful integration of library resources into Canvas using EDS/OneSearch Learning Tools

Interoperability (LTI) and the development of related modules, tools, or resources were the results that were assessed for this action priority. See Results for additional information and data.

G. 3. AP. 1: Conduct an assessment of library facilities in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

The original tactics for this action priority focused specifically on identifying metrics and assessment tools for gathering detailed student recommendations for improving the Library's facilities and services. Due to COVID-19 and a reduced student population using the Library during FY 2021, the full plan for this action priority was scaled back.

However, in December 2020, discussions were initiated between the President, the Physical Plant staff, and the Library Director in regard to a major renovation of the Library's Main (3rd) Floor. As a result, a detailed assessment of the library's entire facilities was conducted throughout FY 2021 involving input and action from all library staff. The assessment included space utilization analyses to determine the feasibility of relocating 11 personnel, identifying new locations for several large collections and archival storage units (e.g., the shelf-list, map cases, etc.) to other floors, a thorough review and deselection of the majority of the Library's media collections (e.g., art prints, videos, tapes, kits, etc.), and an evaluation of the building's HVAC system and electrical capacity to ensure staff safety and functionality.

Despite the fact that many students were still receiving courses online due to COVID-19, they were provided an opportunity to submit their valuable opinions as the Library's heaviest users. From Jan-March 2021, the Library Spaces Committee developed and deployed a student survey to gather feedback on various design styles to inform the designers, facilities personnel, the president, and staff coordinating the renovation of the Library's Main (3rd) Floor. The survey data was analyzed, and the resulting report was provided to university stakeholders.

G 3. 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.

The process of assessment leading to the results of this action priority included reviewing specific subject related spreadsheets of titles identified for withdrawal and posted on the Library's Deselection website for 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. promote the evaluation process using emails to obtain faculty feedback. See Results for more information.

G. 3. AP. 3: Schedule lunch 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. Outcome: Individualized approach to meeting each department's library needs. Due to the continuation of precautions related to COVID-19, in-person group meetings were postponed throughout FY 2021.

G. 3. AP. 4: Review and revise the library's collection development policies.

The evidence of assessment of this action priority would have been the production of a draft revised policy and input from library faculty, staff and the library director. Due to the number of planned projects already in progress during FY 2021 (deselection, record clean-up, and the EAST implementation, etc.) and unexpected University priorities such as the Library's renovation that significantly commanded the attention of our Collection Development and Acquisitions staff, this action priority was postponed until FY 2022. Also, many of the policies to be reviewed related to this action priority may be better informed by additional results from the deselection project.

G. 3. AP. 5: Assess technology status in the library to determine needs to support and reinforce student learning.

The process for assessing this Action Priority includes several activities: the Library Director and staff regularly discuss 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 biweekly Librarians' Meetings and 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, the OIT staff are always consulted for their opinions on the feasibility of installing new equipment or identifying the best equipment for the purpose.

G. 4. AP. 1: Conduct and inventory of the Library's environment (physical and online), services, collections, and programming related specifically to creating a culture of inclusion, respect for diversity, and promoting anti-racism.

The process for assessing this Action Priority includes several activities: the Library Director and staff regularly discuss 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 biweekly Librarians' Meetings and 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, the OIT staff are always consulted for their opinions on the feasibility of installing new equipment or identifying the best equipment for the purpose.

G. 4. AP. 2: Encourage Library staff to participate in Library and University initiatives established to increase faculty, staff, and students' understanding of diversity and the promotion of anti-racism on campus.

Assessment of the success of this action priority was based on the number and types of activities that the library staff initiated or participated in throughout FY 2021. As stated previously, attempts to engage members of the campus community in-person were limited by the protections in place to address COVID-19. Assessment is based on three specific activities:

In summer 2020, the Research & Learning faculty created the Anti-Racism Resources LibGuide to highlight resources available through Ort Library on the topic of anti-racism (<https://libguides.frostburg.edu/antiracism>). The guide was promoted on library social media.

The Library also supported the college deans' antiracism initiative of hanging posters throughout the building depicting FSU faculty promoting books related to antiracism. To complement that project, the Library also posted a series of 8 posters sponsored by the Smithsonian Institute to celebrate women inventors during Women's History Month in March.

Also, the Library sponsored and publicized three displays in FY 2021 – two on Black History Month and one on Women's History Month. The displays were created by Theresa Mastrodonato in the Research & Learning Division and Liza Zakharova, the Special Collections Librarian/Archivist.

G. 5. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 5. AP. 1. Tactic 1: Continue to support the USM Hagerstown Center Library.

The metric used to assess the Library's progress made on this action priority is usually the statistical evidence of items cataloged by the Knowledge Organization & Metadata Department staff and the ongoing dialogue about circulation issues between Amanda Bena and staff at the USM Hagerstown Center Library. However, the USM Hagerstown Center Library was closed during FY2021

For FY 2021, the assessment of the action priority is evidenced by the emails between Library and Center staff, RX's submitted to CLAS on behalf of the Hagerstown Center Library, and communications with the Library Director regarding issues at the Hagerstown Center Library.

G. 5. AP. 1. Tactic 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

The results of this action priority 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 2021; 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.

G. 5. AP. 1. Tactic 3: Participate with other USMAI libraries in joining the Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Collections.

Progress related to this action priority was assessed according to the completion of administrative tasks related to migrating the USMAI Shared Print Retention initiative to the EAST partnership, including but not limited to reviewing and assigning additional book retentions from the Library's circulating stacks collection. Information concerning the Ort Library's collections that would assist with the identification of potential titles for retention was submitted. Once the list of potential titles was compiled, the list was reviewed to identify titles that were out-of-scope, such as serials, government documents, non-circulating or non-scholarly materials.

G. 5. AP. 1. Tactic 4: Identify and resolve data inaccuracies in current integrated library system (Aleph) in preparation for the data migration to a new library system to occur within the next 5 years.

The primary project to identify and resolve data inaccuracies in the current integrated library system (Aleph) during FY2021 was the Superholdings Project, which required the transcription of acquisition data from the superholdings record to the relevant item record. Another aspect of this project was to record the donor information in the MARC format, an international format readable by the computer system running Aleph. This project is a multi-year project, the ongoing success of it will be assessed by the number of records processed each year. Progress toward the completion of this project is assessed on the number of Aleph records "cleaned" by staff in this process.

G. 5. AP. 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 were based on evidence of communication and 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. 5. 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.

The results of this AP were assessed by collecting and documenting local, state, and regional libraries' or organizations' activities and events involving Ort library staff's participation in FY 2021. Documentation of collaborations included materials such as, but not limited to, photographs, news articles, posters, communications, collected data, etc. A summary of these activities is included in the RESULTS section. However, the results of this action priority were still significantly impacted due to the ongoing effect of the COVID-19 pandemic in FY 2021. While classes had resumed to normal modality and facilities, including the Library, were open for in-person use, most non-essential in-person activities and other forms of collaboration with other organizations was limited during the pandemic.

G. 6. AP. 1: Develop a comprehensive library outreach plan. Create a committee to review current library outreach and develop best practices for library outreach related to events, displays, social media, and other outreach communications.

The assessment for the status of this action priority is the existence of a committee, their charge, and evidence of a plan. While formal focus on this Action Priority was postponed during FY 2021 due to COVID-19 and the time demands of the Library's renovations, a coordinating committee was informally created to identify types of library outreach related to events, displays, and social media that has been conducted by different staff in the past to facilitate communication, ensure statistics are tracked, and to avoid overlap.

G. 6. AP. 2: 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 publication of a brochure highlighting Ort Library's services by FSU's Media Services, 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. 6. AP. 3: 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, both as a physical space and online.

Accomplishing this AP is normally assessed by documenting activities and events involving Ort library staff in collaboration with academic departments/centers, cultural organizations, and administrative units. However, the results of this action priority were still significantly impacted by the continued effect of the COVID-19 pandemic, resulting in cancelling most in-person activities and other forms of collaborative events on campus.

G. 6. AP. 4: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into a digital repository.

The assessment of the results of this action priority will be based on evidence of communication & collaboration between Special Collections Librarian/Archivist Liza Zakharova and Jill Craig of the Western Maryland Historical Library (WHILBR), and the inclusion of some of Ort Library's digital assets in the WHILBR website.

G. 7. AP. 1: Document Library initiatives that address Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.

The assessment of this action priority was to include a thorough review of the documentation and data collected through the library's numerous assessment initiatives since FSU's last reaccreditation process. However, with the number of planned projects already in progress during FY 2021 and unexpected University priorities such as the Library's renovation that

significantly commanded the attention of the library staff, this action priority was postponed until FY 2022.

G. 7. AP. 2: Continue to assess the Library's impact on institutional retention efforts and student success.

This action priority included 3 tactics: to calibrate, apply and collect data from the Information Literacy Assessment Rubric, investigate other methods for gathering qualitative and quantitative data, and analyze and report the data. The assessment of progress on this AP will be the results and recommendations for improvement generated from the assessment activities. However, due to personnel changes and the continued impact of the pandemic in 2021, the rubric has not yet been applied in real time. With the hire of the new Information Literacy Instruction Coordinator, we hope to make progress on this action priority in FY23.

G. 7. AP. 3: Investigate areas of potential partnership with and support for co-curricular offices and programs that contribute to improved student academic success.

The assessment for this action priority included the potential identification of offices and programs that align with the library's mission of supporting improved student academic success and develop a proposal outlining ways the Library could collaborate with and/or support co-curricular offices and programs that contribute to improved student academic success. Much of this work would have included working in a collaborative environment with colleagues. However, due to ongoing restrictive requirements resulting from COVID-19, the feasibility of involving staff and faculty in such activities was limited. Also, with the number of planned projects already in progress during FY 2021 and unexpected University priorities such as the Library's renovation that significantly commanded the attention of the library staff, this action priority was postponed until FY 2023.

G. 7. AP. 4: Assist the University in progressing toward the achievement of its 2023 Outcome (FSU Action Item 8) on integrating Open Educational Resources into most FSU Courses.

This success of this action priority was assessed based on the Library's progress in completing three tactics: participating and supporting the M.O.S.T. Western Maryland OER Grant, identifying resources and services that support FSU faculty in locating, adopting, adapting, or creating OERs, and the implementation of services that support FSU faculty use or development of OERs. A summary of the Library's achievement of these tactics is included in the Results section.

G. 8. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

The results of this AP are assessed according to the number and types of development activities attended by the Library staff. Although COVID-19 eliminated opportunities to attend staff development activities in person throughout FY 2021, the Library staff had numerous webinars and online training activities available to them for virtual learning. Lists of staff development opportunities provided during FY 2021 and those capitalized upon by staff are provided under the Results section.

G. 9. AP. 1: Complete cross-training all Library staff for service desk coverage and increased knowledge in library operations and staff functions.

The percentage of Library staff that has been cross trained for service desk coverage is the primary assessment measure for this action priority. This assessment also includes a survey to determine the levels of current cross-training.

G. 9. AP. 2: Create a roadmap detailing our vision for the Library 5 to 10 years. Include the known or assumed impact of COVID-19 on academic libraries and services now and in the future.

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. 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 2023. 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. 9. 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 Interim Provost, and an unexpected position vacancy that occurred in spring 2021. However, full assessment of the results of this action priority had to be postponed due to the continued impact of the COVID-19 pandemic in FY 2021 resulting in staff temporarily teleworking, and two significant unplanned initiatives: the Library's renovation and the USMAI ILS cleanup project that changed staff work priorities. Some progress was made in FY 2021 in regard to filling 2 vacant PINS that required some reorganization. See Results for additional information.

What were the results?:

G. 1. AP. 1: Formulate an action plan to invite/encourage teaching faculty from other academic disciplines to meaningfully contribute to the Information Literacy Committee.

This was put on hold in FY 2021 due to the ongoing pandemic and personnel changes. No significant planning was done in FY 2021. With the hire of the new Information Literacy Instruction Coordinator in FY 2022, we hope to make progress on this action priority in FY23.

G1. AP. 2: Launch updated information literacy assessment for ENGL 101/111 and ENGL 308.

For ENGL 101/111, the Research & Learning team continued to use a Baseline Survey through Campus Labs, and asked instructors to have their students complete the survey at some point after they received library instruction. The questions on the survey were updated over the summer 2020 to be more practical, often in the form of a research scenario. We received 15 responses in Fall 2020 and 45 responses in Spring 2021. Students did consistently well on a questions about when to cite information and how to use information to accomplish a purpose. They had the most trouble with questions about selecting search terms and narrowing down a topic. Correct responses ranged from 30 to 74 percent for the remaining questions. Due to personnel changes within our division over the past year, these results have not had a strong impact on our plans. However, we will discuss whether this survey is the best method of assessment and consider any needed changes to the ENGL 101/111 classes and assessment. The evidence does give us some information about areas where students are more consistently having difficulty.

During 2020-2021 there was no updated information literacy assessment launched to assess for the ENGL 308 section because only two online ENGL 308 library instructions sessions were conducted in 2020-2021 (early during the fall semester), although previously 8-10 ENGL 308 sections could be expected to schedule library instructions in any given year. Additionally, the information literacy assessments which had already been in place were designed to be administered "pre-pandemically" as post-instruction surveys to live classes in the Library Instruction Classroom and not to classes in a totally online setting via Webex. In the future, a more generic information literacy assessment should be developed to administer to all 300-level English classes that receive library instruction, rather than just one specific 300-level course. It should also be flexible enough to administer to classes online or face-to-face.

In June 2021, the Information Literacy Committee under the leadership of Theresa Mastrodonato completed the *Information Literacy Assessment Plan/Rubric Report*, see attached documentation.

G. 2. AP. 1: Create portal page for Research Guides (LibGuides), Ask a Librarian (LibAnswers), and Research Consultations (LibCal) to provide FSU students, faculty and staff seamless access to research and reference resources and services.

In Fall 2020, the Research & Learning Division created a portal page using the Springshare LibAnswers system (libguides.frostburg.edu/ask). The portal features FAQs; methods to get research help including live chat, submitting a question by email, calling, and scheduling a research consultation; and links to research resources such as Subject and Course LibGuides, A-Z Database list, and OneSearch. The software used to create the portal page does not provide usage statistics to assess the results. The Research & Learning staff are exploring ways for collecting that data for FY 2022.

G. 2. AP. 2: Create "generic" modules for library and information literacy instruction in Canvas to provide faculty greater options for incorporating asynchronous library instruction into their courses and provide librarians a starting point from which to build our specific course modules.

A Canvas module for ENGL 300-level library and information literacy instruction was created in Spring 2021 and has already been adopted by one FSU faculty member teaching ENGL 300 (Dr. Rochelle Smith). At this point of development, only a feedback survey via Google forms is used to assess the effectiveness of the module (no survey submissions so far), but in the Canvas LMS

environment quizzes and tracking completion can be added in the future to more accurately measure effectiveness. The module should also be more widely marketed to instructors of 300-level English courses. Other planned generic modules, covering topics like citation, were put on hold due to personnel changes in 2021. With the hire of the new Information Literacy Instruction Coordinator in FY 2022, we hope to make progress on this action priority in FY23.

G. 2. AP. 3: Research and create a best practices style guide for creating library video tutorials.

Due to personnel changes in 2021, this project was put on hold. With the hire of the new Information Literacy Instruction Coordinator in FY 2022, we hope to make progress on this action priority in FY23.

G. 2. AP. 4: Investigate methods to more seamlessly integrate library resources and services into the learning experience.

G. 2. AP. 4. Tactic 1: Collaborate with OIT Instructional Technology staff to investigate and test the feasibility of EDS/OneSearch Learning Tools Interoperability (LTI) in Canvas.

The Ort Library recognizes that the incorporation of its online resources into the University's Learning Management System Canvas has the potential to improve student learning outcomes by delivering scholarly resources directly to them within the platform where much of their coursework is completed. In the fall of 2020, the vendor (EBSCO) that provides the platform for the Library's online discovery service called OneSearch, released a no-cost Learning Tools Interoperability (LTI) integration tool for Canvas that would provide faculty with the ability (via an external tool) to search for full text content in OneSearch and click a button to add an article, ebook, etc. directly into a course module. Students would then be able to read the article/content within the Canvas environment without having to leave to go to OneSearch separately. Randy Lowe collaborated with Rita Thomas and Reid Bluebaugh in the Office of Information Technology, as well as EBSCO representatives, in October 2020 to extensively test and successfully implement OneSearch LTI integration into Canvas. A tutorial page, which included a video guiding instructors in creating reading lists by embedding OneSearch content directly into Canvas course modules, was subsequently developed by the Library's Research & Learning Division faculty and made available at <https://libguides.frostburg.edu/canvasreadinglist>. Library faculty disseminated information about this tool and guide to academic departments through Library Liaison Program contacts.

G. 2. AP. 4. Tactic 2: Create course modules, videos, guides and other items that may be embedded into online course materials or otherwise provide instruction for integrating library resources into classes.

A number of video tutorials for students and faculty were developed and housed in a dedicated LibGuide (<https://libguides.frostburg.edu/videos>). During FY21 the guide was viewed 228 times. Moving forward, we plan to review and revise videos as needed.

G. 3. AP. 1: Conduct an assessment of library facilities in order to plan future building utilization that effectively fosters learning through redesigned spaces that support the ways students work.

The original tactics for this action priority focused specifically on identifying metrics and assessment tools for gathering detailed student recommendations for improving the Library's facilities and services. Due to COVID-19 and a reduced student population using the Library during FY 2021, the full plan for this action priority was scaled back.

However, in December 2020, discussions were initiated between the President, the Physical Plant staff, and the Library Director in regard to a major renovation of the Library's Main (3rd) Floor. A design team from the firm, Ayers Saint Gross was hired to work with the physical plant on creating a plan for 3rd Floor. While the original plan focused specifically on the Main Floor, moving staff offices, collections, and furniture to accommodate the changes to the floor involved renovations to 4 of the 5 floors and changes in space utilization on all five. As a result, a detailed assessment of the library's entire facilities was conducted throughout FY 2021 involving input and action from all library staff. The assessment included space utilization analyses to determine the feasibility of relocating 11 personnel, identifying new locations for several large collections and archival storage units (e.g., the shelf-list, map cases, etc.) to other floors, a thorough review and deselection of the majority of the Library's media collections (e.g., art prints, videos, tapes, kits, etc.), and an evaluation of the building's HVAC system and electrical capacity to ensure staff safety and functionality.

Despite the fact that many students were still receiving courses online due to COVID-19, they were provided an opportunity to submit their valuable opinions as the Library's heaviest users. From Jan-March 2021, the Library Spaces Committee developed and deployed a student survey to gather feedback on various design styles to inform the designers, facilities personnel, the president, and staff coordinating the renovation of the Library's Main (3rd) Floor. Over 230 students responded to the survey. The data was analyzed, and the resulting report was provided to university stakeholders. (See attached documentation).

While the design of the renovation for the 3rd floor included the installation of new carpeting, an unexpected benefit was the installation of new carpeting on the 4th Floor, a much needed upgrade. New construction included renovating Room 511 on the 5th Floor to accommodate the Library's relocated Instruction Center, renovating and creating new office space for staff on 2nd Floor, converting existing offices on 3rd Floor to glass-walled group study rooms, and building a new storage closet on 3rd Floor. As a result of the renovation, new study space was opened up for the students on 3rd Floor. The end of FY 2021 did not mean the end of the project. Furniture for the entire 3rd Floor, technology for the new group study rooms, and a newly constructed Main Service Desk have been delayed due to supply-chain issues, and the feasibility study for the library's intended coffee bar is still under review.

The renovation was an unexpected surprise to the library director and staff, which explains why it wasn't incorporated into the Ort Library's Strategic Plan for FY 2021. Due to the extensive nature of the project that impacted all five floors of the building, it dominated the attention of the Library Director and several staff throughout the second half of FY 2021, resulting in the diversion of work from other action priorities.

G 3. 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.

Several phases of the Deselection Project initiated, in progress or completed during FY2021:

The Library improved the quality of and access to its collections during Fiscal Year 2021 by planning and executing activities for three phases (phases 2 through 4) of a major library materials deselection initiative to remove outdated and/or underutilized titles, as well as those duplicated in online formats. These activities also directly supported the President's initiative to renovate spaces in the Library building to better serve FSU students, faculty, and staff. In the previous year, library faculty evaluated materials in Mathematics and the Biological Sciences (Phase 2), posting lists of titles suggested for withdrawal to the Library's deselection site at <https://libguides.frostburg.edu/deselection>, requesting teaching faculty and staff feedback. Due to the COVID-19 pandemic in March 2020 and subsequent migration to online teaching modalities and telework, faculty and staff review of library materials was extended through the fall 2020 semester in FY 2021. While receiving feedback from FSU faculty and staff on Phase 2 titles, Library faculty evaluated materials in the following areas for the third phase of the initiative:

- Agriculture, Forestry, Animal Culture, and Aquaculture/Fisheries
- General Science
- Military and Naval Sciences
- Technology, Engineering, Construction, Photography, Home Economics, and Nutrition
- VHS Cassette Collection (all subject areas)

The reports for Phase 3 (Library of Congress classifications for Q, S, T, U,V, and videos) and Phase 4 (all Media collections except Sound recordings and Music CDS, and the Teachers' Material Collection) were generated in Fall 2020. Lists containing titles suggested for withdrawal in the above subject areas were posted to the deselection site for faculty and staff review in February 2021 with feedback received through the end of the fiscal year. While these items were under review, faculty and staff feedback from Phase 2 of the deselection initiative was evaluated and applied to final withdrawal decisions, resulting in the removal of 5,230 Mathematics and the Biological Sciences volumes from the Library building by staff during the spring 2021 semester.

A review of items from the Media Collection (Phase 4 – art prints and audiovisual materials) was initiated in June 2021 to prepare for the moving of faculty and staff offices to the 2nd Floor to support the building renovation project. Faculty and staff in targeted departments, such as Visual Arts, were contacted to assist with this evaluation. The Phase 4 deselection review and withdrawal of materials was scheduled for completion in early Fiscal Year 2022.

The removal of Phase 2 deselected titles from the Aleph database was postponed from fall 2020 until spring 2021, because we needed to wait for our EAST retention agreement to be finalized. Once we received our list of retained titles, Virginia Williams removed any titles found on the Phase 2 deselection title list that were also on the EAST retention list. On June 24, 2021, **4,441 titles** and **5,485 items** were deleted from Aleph. Phase 3 deselected titles were removed from Aleph in FY 2022.

The project removes outdated resources from the library's shelves, allowing the library users to have access to relevant resources. By eliminating large numbers of outdated books from the shelves, the relevant resources are more accessible and less hidden by large collections of

books. With faculty assistance the Library **reviewed approximately 55,000 items** in the library's circulating collections since Fall 2019, primarily in the health and natural sciences, mathematics, computer science/technology, finance and accounting, as well as the library's media (art prints, VHS and audiocassettes, slides, etc.) and teacher materials collections.

Approximately 33,000 outdated items were withdrawn as a result of these efforts to support improvements to the library building and to enhance learning and research, as well as increase the relevance, visibility, and accessibility of collections.

G. 3. AP. 3: Schedule lunch 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.

Due to the continuation of precautions related to COVID-19, in-person group meetings were postponed throughout FY 2021 and FY 2022. The Library hopes to resume these valuable assessment practices in FY 2023.

G. 3. AP. 4: Review and revise the library's collection development policies.

Due to the number of planned projects already in progress during FY 2021 (deselection, record clean-up, and the EAST implementation, etc.) and unexpected University priorities such as the Library's renovation that significantly commanded the attention of our Collection Development and Acquisitions staff, this action priority was postponed until FY 2022. Also, many of the policies to be reviewed related to this action priority may be better informed by additional results from the deselection project and our current shared retention programs.

G. 3. AP. 5: Assess technology status in the library to determine needs to support and reinforce student learning.

The process for assessing this Action Priority includes several activities: the Library Director and staff regularly discuss 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 biweekly Librarians' Meetings and 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, 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 2021, most of the discussion and review of technology needs were the direct result of the plans for renovating the Library's Main (3rd) Floor where the second largest number of computers available for student use are located.

The original plan for the renovation of 3rd Floor reduced the numbers of computers available for student use, though the construction of 5 new group study rooms offered new configurations of available technology on the floor. To compensate for the decrease in available PCs on 3rd, the Library Director consulted Physical Plant staff to investigate if there is enough electricity and ports on 5th Floor to install an additional 10 to 13 PCs to make up for the loss of computers available to students on 3rd Floor from the renovation. This initiative is still in progress with an estimated completion of FY 2022.

G. 4. AP. 1: Conduct and inventory of the Library's environment (physical and online), services, collections, and programming related specifically to creating a culture of inclusion, respect for diversity, and promoting anti-racism.

This action priority included tactics designed to actively involve students and faculty in identifying specific improvements needed in the Library's services, physical and online space, and programming to facilitate a welcoming and inclusive environment to all users. However, due to ongoing restrictive accommodations due to COVID-19, the feasibility of involving students and faculty in group activities was limited. Also, the number of planned projects already in progress during FY 2021 and unexpected University priorities such as the Library's renovation that significantly commanded the attention of the library staff, this action priority was postponed until FY 2022.

G. 4. AP. 2: Encourage Library staff to participate in Library and University initiatives established to increase faculty, staff, and students' understanding of diversity and the promotion of anti-racism on campus.

In summer 2020, the Research & Learning faculty created the Anti-Racism Resources LibGuide to highlight resources available through Ort Library on the topic of anti-racism (<https://libguides.frostburg.edu/antiracism>). The guide was promoted on library social media. During FY21 the guide was viewed 51 times.

The Library also supported the college deans' antiracism initiative of hanging posters throughout the building depicting FSU faculty promoting books related to antiracism. To complement that project, the Library also posted a series of 8 posters sponsored by the Smithsonian Institute to celebrate women inventors during Women's History Month in March.

Also, the Library sponsored and publicized three displays in FY 2021 – two on Black History Month and one on Women's History Month. The displays were created by Theresa Mastrodonato in the Research & Learning Division and Liza Zakharova, the Special Collections Librarian/Archivist.

G. 5. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.

G. 5. AP. 1. Tactic 1: Continue to support the USM Hagerstown Center Library.

The USM Hagerstown Center Library was closed during FY2021. Access Services and Resource Sharing continued to offer technological assistance and materials for faculty and staff in the Hagerstown Center Library during FY21. Amanda Bena, Access Services Librarian, maintained contact with the available Center staff during the pandemic to assist in implementing various strategies to facilitate collection access.

However, the coronavirus pandemic negatively impacted the Knowledge Organization & Metadata Services staff's ability to provide support to the USM Hagerstown Center Library. Library staff had little communication with the person who oversees the library. As a result, no cataloging or database cleanup was performed for the Hagerstown Center library. A project to cleanup Hagerstown Center library data in Aleph was postponed until a future date.

Questions arose regarding the management of the Hagerstown Center Library and the person responsible for decisions concerning the Center's collections and the data contained in the USMAI's shared integrated library system (ILS). A contact person is needed to collaborate with the FSU Campus Team leader for the new ILS implementation to prepare the Center's data for migration to the new system in 2024. These concerns were conveyed to the Ort Library Director.

G. 5. AP. 1. Tactic 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

Amanda Bena: Amanda Bena, Access Services Librarian, continued to co-chair the USMAI Access Services Committee during the FY21 year. Bena provided leadership and regular communication among the USMAI libraries, as well as facilitated meetings and consortium-wide discussions on issues related to access services, resource sharing, circulation, interlibrary loan, library security, library data management, student employees, and supervision and management. ASRS staff were also encouraged to attend various events sponsored by the USMAI. ASRS staff also reviewed and provided feedback regarding a number of issues related to the planned migration to a new library management system, planning for which continues into FY21 through FY24.

Randy Lowe: Served as chair of the USMAI Resource Acquisition & Licensing Subgroup and also led its Ebook and Assessment working groups. He also served on the Shared Print Initiative Management Committee that coordinated implementation of the consortium's local program with the regional Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Programs. In addition, Randy was appointed to the USMAI Integrated Library System Migration Project Advisory Board. At the international level, Randy served on the steering committee for the Consortia Collaborating on a Platform for Library Usage Statistics (CC-PLUS), an initiative funded by the Institute of Museum and Library Services (IMLS) to create an opensource platform enabling library consortia worldwide to automatically harvest and subsequently manage their electronic resources usage data to enhance institutional assessment efforts through data-informed decision making.

Lea Messman-Mandicott: Continued to represent Ort Library and FSU on the USMAI's Council of Library Directors (CLD) during FY 2021. Two major initiatives were the focus of the CLD during the fiscal year: approving the plan for the USMAI to implement the procurement process for a new shared integrated library system for the consortium's 17 member libraries, and to finalize the consortium's entrance into an agreement with the Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Programs.

Amanda VerMeulen: Amanda was invited to serve as a member of the User Experience, Accessibility, & Discovery Subject Matter Team for the USMAI ILS Migration Project.

Virginia Williams: In addition to serving as the Frostburg State University Campus Contact to the University System of Maryland and Affiliated Institutions (USMAI), starting in September 2020, I agreed to serve as the Campus Team Lead for Frostburg for the USMAI ILS Migration Project. This project started in 2021 and is expected to continue through 2024.

Liza Zakharova: At the start of FY 2021, Liza volunteered to be Chair of the MD-SOAR USMAI Subgroup. We have started the 3-year renewal process by establishing a work plan and have made headway in various initiatives for our renewal report.

G. 5. AP. 1. Tactic 3: Participate with other USMAI libraries in joining the Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Collections.

During Fiscal Year 2021, the Ort Library, along with 12 other members of the USMAI Library Consortium, joined the Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Programs, a collaborative effort of over 75 institutions in the Eastern United States to protect and provide long-term access to the scholarly record as represented by portions of their print book collections. As a member of the USMAI Shared Print Initiative Management Committee, Randy Lowe collaborated with consortium colleagues and EAST staff to finalize the specifications for the system algorithm that would initially assign book retentions for FSU in addition to the approximately 34,000 titles retained from USMAI's inaugural program. In January, library faculty and the Library Director completed a review of 9,405 additional titles EAST requested that FSU retain; 7,907 titles were officially added to FSU's book retentions for the program as a result. The Library began conducting the regular maintenance activities required of EAST member libraries in spring 2021, which included developing "Procedures to Identify Lost and Damaged East Retentions" whereby twice yearly the Library identifies and purchases replacement copies of retention titles or requests that they be reassigned to other libraries participating in the program. The Library will participate in its first reallocation process in Fiscal Year 2022.

In preparation for our participation in the USMAI/EAST Shared Book Collections agreement, Virginia Williams submitted the information concerning the Ort Library's collections that would assist with the identification of potential titles for retention. Once the list of potential titles was compiled, she reviewed the list to identify titles that were out-of-scope, such as serials, government documents, non-circulating or non-scholarly materials. Because the EAST/Gold Rush report excluded the call numbers for the titles, I requested reports from USMAI CLAS for the item information, which provided the call number and other valuable data, to assist with the review and final selection of retention titles.

G. 5. AP. 1. Tactic 4: Identify and resolve data inaccuracies in current integrated library system (Aleph) in preparation for the data migration to a new library system to occur within the next 5 years.

The primary project to identify and resolve data inaccuracies in the current integrated library system (Aleph) during FY2021 was the Superholdings Project, which required the transcription of acquisition data from the superholdings record (a consortial work-around for the library's local information in the current system) to the relevant item record. Another aspect of this project was to record the donor information in the MARC format, an international format readable by the computer system running Aleph. While this project started prior to 2020, it continued throughout FY2021 and will continue for several years.

To explain the project details and to provide instructions to complete the work, Virginia Williams wrote *Superholdings Clean-up project procedures* in fall 2020 and accompanying

materials. Since several staff members had little or no experience using Aleph, she provided two training sessions in January 2021.

Between June and December 2020, two Knowledge Organization and Metadata Services staff members worked on the project, **completing 1,342 out of over 151,000 records**. Starting in January 2021, the entire library staff was assigned to work on the project. By the end of June 2021, the Library staff handled **20,192** superholdings records.

Another project was to address the problems discovered during the USMAI shared print collection project, including the deletion of the Aleph records for the titles that were declared missing from the library collection.

The Knowledge Organization and Metadata Services staff completed **5,649 revisions**, which included any with the superholdings project, as part of their regular work.

During this same period, Amanda Bena reviewed anomalies in circulation and patron data in Aleph, rectified accounts and records, and verified accuracy of file transfer data.

G. 5. AP. 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

During FY 2021, there was very little interaction with the Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs or the Institute's board. The work of the Institute was handled virtually due to the continued COVID-19 precautions in place.

In the previous year, the Institute Board suggested that Liza Zakharova, the Special Collections Librarian/Archivist conduct an extensive oral history project. Despite a proposal for funding and the procedures were presented to the Institute in FY 2021, there has been no progress in implementing it. Most of the procedures would have involved student interns conducting in-person interviews and that would not have been feasible during this period. Also, as a result of the pandemic, the Library was not able to renew Dr. Mary Anne Lutz's contract to continue her work as a part-time contingent in the Beall Archives for FY 2021.

G. 5. 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. 5. AP. 3. Tactic 1: Encourage continued collaboration among Ort Library, the Allegany County Library System, the Allegany College of Maryland Library, Garrett College Library, Frostburg Museum and the Allegany Museum.

During FY 2021, the Ort Library partnered with the Allegany Museum to co-sponsor the Maryland Humanities' Museum on Main Street: the Smithsonian Institution's traveling exhibit: *Voices and Votes: Democracy in America*, in April 2021. The collaboration began in fall 2020, when the two partners submitted a Maryland Humanities grant application to be considered as one of 6 locations for the traveling exhibition to be displayed.

An important component of this project was for Liza Zakharova, Special Collections Librarian/Archivist to organize, create, and promote FSU's companion exhibit entitled *Western*

Maryland Voices in Public Service and focused on local political figures: John Bambacus, Lucile Roeder, Cas Taylor, and J. Glenn Beall Sr. & J. Glenn Beall Jr. Liza collaborated with Allegany Museum and Sandra Roeder to borrow materials from their collections to create the exhibits and worked with Theresa Worden at Maryland Humanities to produce a video promoting the exhibits. Liza also collaborated with Jill Craig at WHILBR and Sandra Roeder to create a digital exhibit for Lucile Roeder, the first woman on Cumberland City Council and first woman Allegany County Commissioner.

Liza also partnered with Frostburg Museum to create an exhibit dedicated to the Brewing Industry in Western Maryland.

The Ort Library continues to partner with the Allegany County Library System and the Allegany College of Maryland Library in offering the OneCard program allowing users at each library to use only one library card for all three libraries. No data is available on the number of patrons who have taken advantage of the program, but the intention of this partnership is to facilitate increased and simplified access to and use of the three libraries from among varying constituencies, including expanded student access to the public libraries.

As an active participant in the M.O.S.T. Western Maryland OER Grant Team that was funded \$39,849 in 2020 and 2021 to support faculty at FSU, ACM, and GC in promoting the use and creation of Open Educational Resources (OERs), the Ort Library collaborated with Allegany College of Maryland and Garrett College librarians to create a generic course for faculty on the benefits of acquiring, adopting, and/or creating Open Educational Resources. The FSU version of the course created by Ort Library librarians for FSU faculty is openly available on Canvas.

G. 5. AP. 3. Tactic 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).

The Ort Library maintains a membership in the Maryland Association for Interlibrary Loan, participating in statewide discussions and meetings as they arise. Annual statewide meetings have been switched to virtual formats due to the pandemic. The Maryland Association for Interlibrary Loan provides support and training for resource sharing staff.

Special Collections Librarian/Archivist Liza Zakharova also participates in several MARAC (Mid Atlantic Regional Conference) committees and initiatives.

G. 5. AP. 3. Tactic 3: Provide instruction and access to the Ort Library, including Special Collections, for local school students' research.

In Fall 2020, Liza Zakharova co-taught with Dr. Greg Wood, History 490/IDIS 491 in a hybrid environment with pandemic restrictions. Liza prepared for the class by scanning article clippings from the State-to-Date newspapers and uploading them to canvas for student use. She introduced the students to our online yearbook collection on MD-SOAR and included portions of the FSC student handbook on canvas. Liza also scheduled student time in the Special Collections following quarantine procedures for students to have hands-on experience with our collections.

G. 6. AP. 1: Develop a comprehensive library outreach plan.

While formal focus on this Action Priority was postponed during FY 2021 due to COVID-19 and the time demands of the Library's renovations, a coordinating committee was informally created to identify types of library outreach related to events, displays, and social media that has been conducted by different staff in the past to facilitate communication, ensure statistics are tracked, and to avoid overlap.

G. 6. AP. 2: Promote via social media and other means Library services, resources, and archival collections.

The informal committee created to coordinate the Library's outreach, under Amanda VerMeulen's leadership, reported that they posted approximately 130 times across Instagram and Facebook. They determined that Facebook and Instagram were the best platforms for all posts, while Twitter was best reserved for announcements, hours, and service updates. Due to increased engagement, the committee investigated expanding our social media platforms to TikTok.

In addition, Special Collections Librarian/Archivist Liza Zakharova created #ThrowbackThursday posts on a regular basis on library social media to focus on FSU's history. She also used social media to promote displays/exhibits in the library.

Amanda Bena, Access Services Librarian, regularly shared information regarding library hours and available services and resources via official university news and media outlets, as well as the library's website, blog, and social media accounts. Molly Nelson expanded her role to include managing social media accounts and some graphic design work on promotional materials like flyers and signage.

Also in FY 2021, the Ort Library brochure was finished, and 500 copies were printed for distribution.

G. 6. AP. 3: 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, both as a physical space and online.

This action priority has tactics that define the types of activities and events that the Ort library staff participate in collaboration with academic departments/centers, cultural organizations, and administrative units:

- Continue to partner with the Children's Literature Centre, Center for Literary Arts, Cultural Events Series, academic departments and other campus organizations. (FY 22).
- Identify student groups and organizations to reach out to and partner with.
- Establish rapport and outreach efforts with faculty in order to facilitate student access to Special Collections & Archives.
- Focus on engagement/learning through primary materials in Special Collections/Archives.
- Investigate the feasibility of establishing a fund account with the FSU Foundation for cultural sponsorships.

However, the results of this action priority were still significantly impacted by the continued effect of the COVID-19 pandemic, resulting in cancelling most in-person activities and other

forms of collaborative events on campus. The only results to be reported on this action priority for FY 2021 are two activities:

Liza Zakharova co-taught a class with Dr. Greg Wood - History 490/IDIS 491 in a hybrid environment with pandemic restrictions. Liza prepared for the class by scanning article clippings from the State-to-Date newspapers and uploading them to canvas for student use. She introduced the students to our online yearbook collection on MD-SOAR, and included portions of the FSC student handbook on Canvas. Liza also scheduled time in the Special Collections following quarantine procedures for students to have hands-on experience with our collections.

The Library Director contacted Janelle Moffett in the FSU Foundation to discuss the possibility of establishing a fund account for the Library to use to sponsor cultural events and activities. The initial investment to receive annual funding from an endowment is too high for the Library to realistically set up a dedicated fund account. However, in Fall 2020, Amanda VerMeulen connected with Kathleen Breighner in the Foundation to create a specific link to highlight the opportunity to donate to Ort Library.

G. 6. AP. 4: Work with WHILBR in order to include Special Collections and Beall Archives digital assets into a digital repository.

Liza Zakharova worked with Jill Craig of WHILBR and Sandra Roeder to create a virtual exhibit in FY 2021 tied into our *Voices and Votes* project:

<https://digital.whilbr.org/digital/collection/LucileRoeder> . Jill asked Liza to scan all of the content for the exhibit as well as provide all of the metadata.

Also in FY 2021, Liza worked with Jill to initiate our second collaborative digital exhibit featuring bridges from the Mel Collins Collection to be completed in FY 2022.

G. 7. AP. 1: Document Library initiatives that address Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.

This action priority includes a thorough review of the documentation and data collected through the library's numerous assessment initiatives since FSU's last reaccreditation process. However, with the number of planned projects already in progress during FY 2021 and unexpected University priorities such as the Library's renovation that significantly commanded the attention of the library staff, this action priority has been postponed until FY 2023. The analysis will include the results of other planned assessment projects such as the surveying students to identify specific improvements needed in the Library's services, physical and online space, and programming to facilitate a welcoming and inclusive environment to all users.

G. 7. AP. 2: Continue to assess the Library's impact on institutional retention efforts and student success

Research and Learning Librarians calibrated and finalized the Information Literacy assessment rubric in Spring 2021. Due to personnel changes and the continued impact of the pandemic in 2021, the rubric has not yet been applied in real time. With the hire of the new Information

Literacy Instruction Coordinator in FY 2022, we hope to make more progress on this action priority.

G. 7. AP. 3: Investigate areas of potential partnership with and support for co-curricular offices and programs that contribute to improved student academic success.

The results of this action priority were significantly impacted by the continued effect of the COVID-19 pandemic, resulting in cancelling most in-person activities and other forms of collaboration on campus. Also, with a vacancy in our Research & Learning division, the number of projects already in progress during FY 2021 and unexpected University priorities such as the Library's renovation that significantly commanded the attention of the library staff, progress on this action priority was slowed.

The integration of the OneSearch LTI into Canvas is the most important example of Library collaboration with other offices on campus to satisfy this action priority in FY 2021. In the fall of 2020, the vendor (EBSCO) that provides the platform for the Library's online discovery service called OneSearch, released a no-cost Learning Tools Interoperability (LTI) integration tool for Canvas that would provide faculty with the ability (via an external tool) to search for full text content in OneSearch and click a button to add an article, ebook, etc. directly into a course module. Students would then be able to read the article/content within the Canvas environment without having to leave to go to OneSearch separately. Randy Lowe collaborated with Rita Thomas and Reid Bluebaugh in the Office of Information Technology, as well as EBSCO representatives, in October to extensively test and successfully implement OneSearch LTI integration into Canvas. A tutorial page, which included a video guiding instructors in creating reading lists by embedding OneSearch content directly into Canvas course modules, was subsequently developed by the Library's Research & Learning Division faculty and made available at <https://libguides.frostburg.edu/canvasreadinglist>. Library faculty disseminated information about this tool and guide to academic departments through Library Liaison Program contacts.

G. 7. AP. 4: Assist the University in progressing toward the achievement of its 2023 Outcome (FSU Action Item 8) on integrating Open Educational Resources into most FSU Courses.

Both tactics 1 and 2 of this goal were achieved during the academic year 2020-2021. Many meetings occurred with Western Maryland OER Grant stakeholders from the three institutions involved to plan how to best support faculty use and development of Open Education Resources. Assessment plans were adopted, including offering a graded online OER course to the faculty (with assignments, quizzes and an exit survey) at our respective institutions in the next academic year.

Many resources were identified, such as the M.O.S.T. Commons website, OER repositories and meta-finders, and information about open licensing to aid faculty in the use and creation of OERS. Successful Tactic 3 outcomes with assessments and measurements can be expected during the next academic year (2021-2022).

G. 8. AP. 1: 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 2021, the three All Staff Meetings were conducted virtually using TEAMS due to the need to continue to follow COVID-19 protocols. Professional development activities for all 3 meetings focused on training that could be provided online.

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. 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. In previous years, the Library would pay for non-exempt staff to attend the Towson Conference for Academic Libraries or the Association for College and Research Libraries (ACRL) Annual Conference. Unfortunately, during this evaluation period, all conferences were either cancelled or converted to virtual space. For those offered virtually, staff were encouraged to register and attend online. Other usual forms of professional development activities that were pursued by individual library faculty and staff during the fiscal year include webinars and educational/training sessions. The USMAI sponsored forums or webinars on trends or current issues of concern related to academic libraries. A comprehensive list of staff attendance and participation in staff development programs is attached as evidence.

G. 9. AP. 1: Complete cross-training all Library staff for service desk coverage and increased knowledge in library operations and staff functions.

84% of the Library staff has been cross trained to provide coverage at the Main Service Desk. All but 3 staff members have been cross-trained and serve regular shifts staffing the Main Desk. The Access Services team communicated regularly regarding training and development of non-ASRS staff serving at the desk. Plans for continuing cross-training of the remaining library staff members carried over into FY 2022. Some training had to be suspended due to the pandemic and a necessary reduction in staff contact.

As head of the Access Services and Resource Sharing Department, Amanda Bena initiated discussions with the Library Director to continue training the remainder of the library staff, however due to the renovation, the pandemic, and the prioritization of the ILS migration data cleanup, this has been rolled over into FY 2022.

G. 9. AP. 2: Create a roadmap detailing our vision for the Library 5 to 10 years. Include the known or assumed impact of COVID-19 on academic libraries and services now and in the future.

Different department supervisors had begun researching the literature in preparation for this action priority. However, the decision was made to postpone work due to the impact of the COVID-19 pandemic. 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 is important that post-pandemic analysis can be included in the discussions.

G. 9. AP. 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

Due to personnel changes, the Research and Learning division reorganized to develop the Information Literacy Instruction Coordinator position in Spring 2021. The Position Justification Form was approved by the Provost's office. A successful search occurred during the second half of FY21 and first half of FY22.

Amanda Bena completed a position description and Position Justification Form to create a permanent part-time Access Services position to replace the contractual equivalent. The position was approved and a successful search conducted in the spring of 2021. The creation of this position has led to improved departmental stability and morale, increased communications, more substantial training, and more reliable library access for patrons.

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 2021 and the continuing impact of COVID-19 on the achievement of our goals, as well as changes in staffing and an additional, unexpected University priority – the renovation of the Library:

The question for this section asks "How have the results [of the action priorities] impacted operations (if at all). However, there were two unplanned factors that were not a part of our Strategic Plan that demanded our attention in FY 2021 and had a significant impact on the Library's operations, as well as our ability to address several of our action priorities. Those factors were the continuing procedures in place for dealing with COVID-19 and the unexpected University initiative to renovate the Main (3rd) Floor of the Library.

COVID-19's IMPACT

In July 2020, faculty and staff prepared the campus for reopening as the University resumed in-person teaching and facilities welcomed returning students, faculty, and staff while implementing many precautions to protect against the pandemic in compliance with CDC, Maryland and USM COVID-19 guidelines and restrictions. Intense planning for a safe but limited reopening for Fall 2020 Semester demanded almost everyone's attention and consumed enormous amounts of staff energy.

The Library's first goal was to continue to execute components of the newly created (FY 2020) information literacy program plan by formulating an action plan to invite teaching faculty to meaningfully contribute to the information Literacy Committee and to launch the improved information literacy assessment for ENGL 101/111 and ENGL 308. Since recruiting faculty to serve on the Information Literacy Committee would have been difficult given the limitations on in-person collaborations due to COVID-19, this goal was postponed.

The inability to effectively gather in-person feedback due to COVID-19 limitations also impacted plans to engage members of the Library's Space Committee and students to identify specific improvements needed in the Library's services, physical and online space, and programming to facilitate a welcoming and inclusive environment to all users. The activities associated with this goal were also postponed due to the reduced student population in the Library in FY 2021.

Action priorities that were also impeded by the continuation 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, 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 in-person collaboration, such as continued support of USMAI and other local, state, regional or national library initiatives; physical collaboration among Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library; and opportunities to partner with academic departments/centers, cultural organizations and administrative units on campus were greatly reduced in regard to any in-person activities and events. Several off-campus organizations also moved to virtual only services and telework, limiting opportunities for collaboration to those that could be conducted online.

LIBRARY RENOVATION

The renovation of the Library's 3rd Floor was an unexpected surprise to the library director and staff, which explains why it wasn't incorporated into the Ort Library's Strategic Plan for FY 2021. Due to the extensive nature of the project that impacted all five floors of the building, it dominated the focus of the Library Director and several staff throughout the second half of FY 2021 and into FY 2022, resulting in the diversion of work from other action priorities.

In December 2020, discussions were initiated between the President, the Physical Plant staff, and the Library Director in regard to a major renovation of the Library's Main (3rd) Floor. A design team from the firm Ayers Saint Gross was hired to work with the physical plant on creating a plan for 3rd Floor. While the original plan focused specifically on the Main Floor, moving staff offices, collections, and furniture to accommodate the changes to the floor involved renovations to 4 of the 5 floors and changes in space utilization on all 5. As a result, a detailed assessment of the library's entire facilities was conducted throughout FY 2021 involving input and action from all library staff. The assessment included space utilization analyses to determine the feasibility of relocating 11 personnel, identifying new locations for several large collections and archival storage units (e.g., the shelf-list, map cases, etc.) to other floors, a thorough review and deselection of the majority of the Library's media collections (e.g., art prints, videos, tapes, kits, etc.), and an evaluation of the building's HVAC system and electrical capacity to ensure staff safety and functionality.

While the design of the renovation for the 3rd floor included the installation of new carpeting, an unexpected benefit was the installation of new carpeting on the 4th Floor, a much needed upgrade. New construction included renovating Room 511 on the 5th Floor to accommodate the Library's relocated Instruction Center, renovating and creating new office space for staff on 2nd Floor, converting existing offices on 3rd Floor to glass-walled group study rooms, and building a new storage closet on 3rd Floor. As a result of the renovation, new study space was opened up for the students on 3rd Floor. Throughout Spring 2021, all of the construction projects and upgrades required the Library Director and staff to find alternative spaces for large collections and existing furniture located on the 3rd Floor that no longer fit the specifications of the new design. Eleven of the 18 staff packed their offices for moves to new offices, often waiting for the construction or renovation of those new spaces to be completed before unpacking. Unused and unwanted office furniture (desks, tables, filing cabinets, etc.) were identified, tagged and removed in order to free up and cleanup work areas.

The end of FY 2021 did not mean the end of the project. Furniture for the entire 3rd Floor, technology for the new group study rooms and the classroom, and a newly constructed Main Service Desk have been delayed due to supply-chain issues. There is no indication that the furniture will arrive in FY 2022. Also, the feasibility study for the library's intended coffee bar is still under review.

How have the results impacted operations (if at all)

Library operations were impacted by the results of many of our FY 2021 goals and actions priorities. As a result of **Goal 2. AP 1 and 2**, the library faculty developed a portal page for its Research Guides, Ask a Librarian, and Research Consultations to provide FSU students, faculty, and staff seamless access to research resources and reference services through Canvas. The Research & Learning faculty also created generic modules for library and information literacy instruction in Canvas to provide greater options for incorporating asynchronous library instruction into their courses. This provides librarians a starting point for which to build out specific course modules. 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 **G3. 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 evaluate the subject collections with the intent of eliminating old, outdated titles that are no longer relevant or factual. With the commencement of the deselection project, the ultimate result we hope to achieve is 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 is 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 as they prepare the thousands of outdated volumes for withdrawal. The timing of this strategic priority increased in importance due to the renovations to the building. 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 2021, our participation in the EAST Shared Retention Program and

MD-SOAR (**G. 5. AP. 1**) has provided us with increased access to print and online 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 6**: 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. 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. A brochure highlighting the services, collections, and facilities of the Library was finally published for distribution.

1) What is the focus for the upcoming year's plan:

As a result of the ongoing delay in achieving progress on some FY 2021 action priorities caused by COVID-19, several of the Library's FY 2021 action priorities have been rolled over to FY 2022 or FY 2023 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 2021 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 renovations to the Main (3rd) Floor of the Library, we plan to initiate those analyses of the library's facilities we had hoped to conduct in FY 2021 that include student input in order to plan for building utilization that effectively fosters learning through redesigned spaces that support the ways students work. Also, a significant part of the discussions related to the building in FY 2022 will be the continued goal 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 continue 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. As the University continues the process of expanding to pre-pandemic functions and services 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 5 and 6: the physical removal of the titles selected for withdrawal in Fall 2021 and identifying titles for deselection from the P's, Z's and Indexes with faculty input requested in Spring 2022; 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 ongoing renovations to the building.

Helping the University progress on one of its initiatives for FY 2021 through FY 2022 is also a priority for the Ort Library in the new fiscal year. 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 2022, the Library will continue to support faculty interested in researching the 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 2022.

Addressing the Library's personnel issues and staffing needs is also an important focus for FY 2022. In FY 2021, the Library's First Year Instruction Coordinator, Theresa Mastrodonato accepted a position at another institution. The vacancy was a critical issue and impacted our ability to progress in the area of Information Literacy Instruction. The completion of a successful search in FY 2022 has filled that gap but there are other areas within the Library that increased staffing is a necessity.

The Library staff also hopes to see the final results of the renovation of the Main Floor come to fruition. We are looking forward to the installation of a new Main Service Desk, the possibility of a coffee bar providing beverages and food to support students and faculty while they are using our facility, and the delivery of the new technology and furniture so we can see what it looks like and put the floor back together.

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.

G. 2.: The Library had to increase its license with Springshare LCC to add two new functions: LibAnswers and LibCal. The additional cost to our existing license was \$1000 for FY 2021. Additional resources associated with this goal were the hours of time devoted by the Library's information literacy instruction faculty.

G. 3: Library personnel resources were allocated to support this goal and the accompanying AP's with staff hours devoted to implementing and analyzing results of the different initiatives during regular work schedules in addition to all other responsibilities. With the continuation of COVID-19 protocols, some of the action priorities and tactics for this goal were put on hold (AP 1, 3, and 4). As described previously, while not included in our FY 2021 Strategic Plan, the renovations of the Library have required substantial fiscal and personnel resources that are being funded by the Physical Plant Department and the direction of the President.

G. 4. Most of the resources allocated to complete the AP's associated with this goal were the hours of time devoted by the Library's staff to update the anti-racism LibGuide and create the displays to celebrated Black History Month and Women's History Month. The only monetary expense was the cost of printing the posters to honor women inventors.

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 faculty to meet their committee obligations. With the continuation of COVID-19 protocols, many of the organizations, departments, and administrative units identified in the AP's for this goal were also operating virtually in FY 2021, limiting collaboration to virtual planning or work meetings.

G. 6: Funds were used for promotional printing and materials. The additional resources used in order to complete the AP's associated with this goal were the number of hours of time devoted by the Library's Research & Learning faculty, Access Services & Resource Sharing staff, and the Special Collections Librarian/Archivist to plan and create social media posts and other forms of promotion in addition to their other regular work responsibilities.

G. 7: 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 Research & Learning faculty.

G. 8: : 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 2021, 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. 9: Library personnel resources were allocated to support this goal and the accompanying AP's. With the continuation of COVID-19 protocols, some of the action priorities and tactics for this goal were put on hold (AP 1 and 2).

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 Interim 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 2021 and Beyond Final 09302020.pdf](#)
[Information Literacy Assessment Plan and Rubric Report - 2021.docx](#)
[2021 Library Spaces Survey Report final.pdf](#)
[Ort Library Accomplishments for 2020 2021 for Provost \(002\).docx](#)
[FY 2021 Ort Library Staff Development Activities.docx](#)

Office of Graduate Services

FY 2021 Office of Graduate Services Annual 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:

7/1/2020

Providing Department:

Office of Graduate Services

End:

6/30/2021

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. Graduate Council Reports.

3b. Explore options to utilize a CRM.

3c. Complete marketing plan.

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

1a. Provide headcount, credit hour, FTE to Administration for revenue projections.

1b. Enrollment data dashboard training in Heliocampus for program coordinators.

2a.Proposal submissions to MHEC/USM.

3a. Graduate Council Reports.

3b. CRM research completion.

3c. Complete marketing plan.

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

1a. Provide headcount, credit hour, FTE to Administration for revenue projections.

1b. Enrollment data dashboard training in Heliocampus for program coordinators.

2a.Proposal submissions to MHEC/USM.

3a. Graduate Council Reports

3b. CRM research completion.

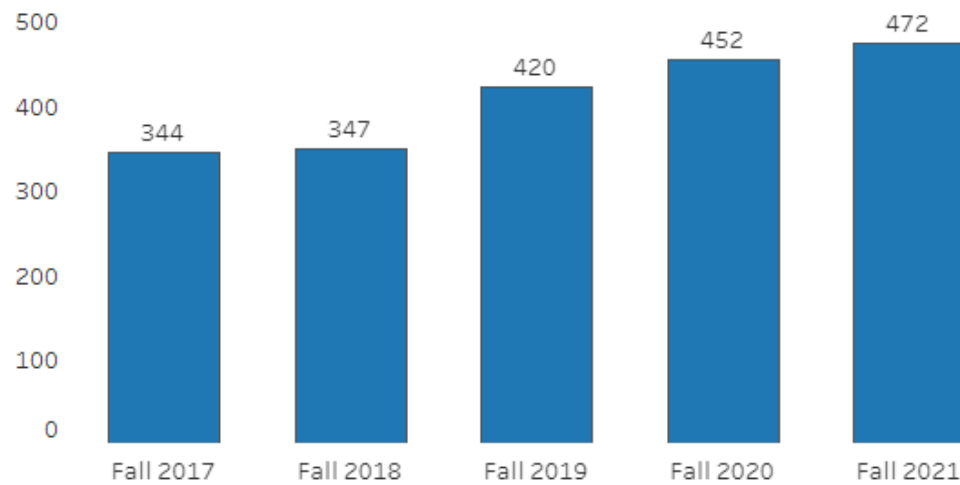
3c. Completion of marketing plan.

What were the results?:

1a. Provide headcount, credit hour, FTE to Administration for revenue projections.

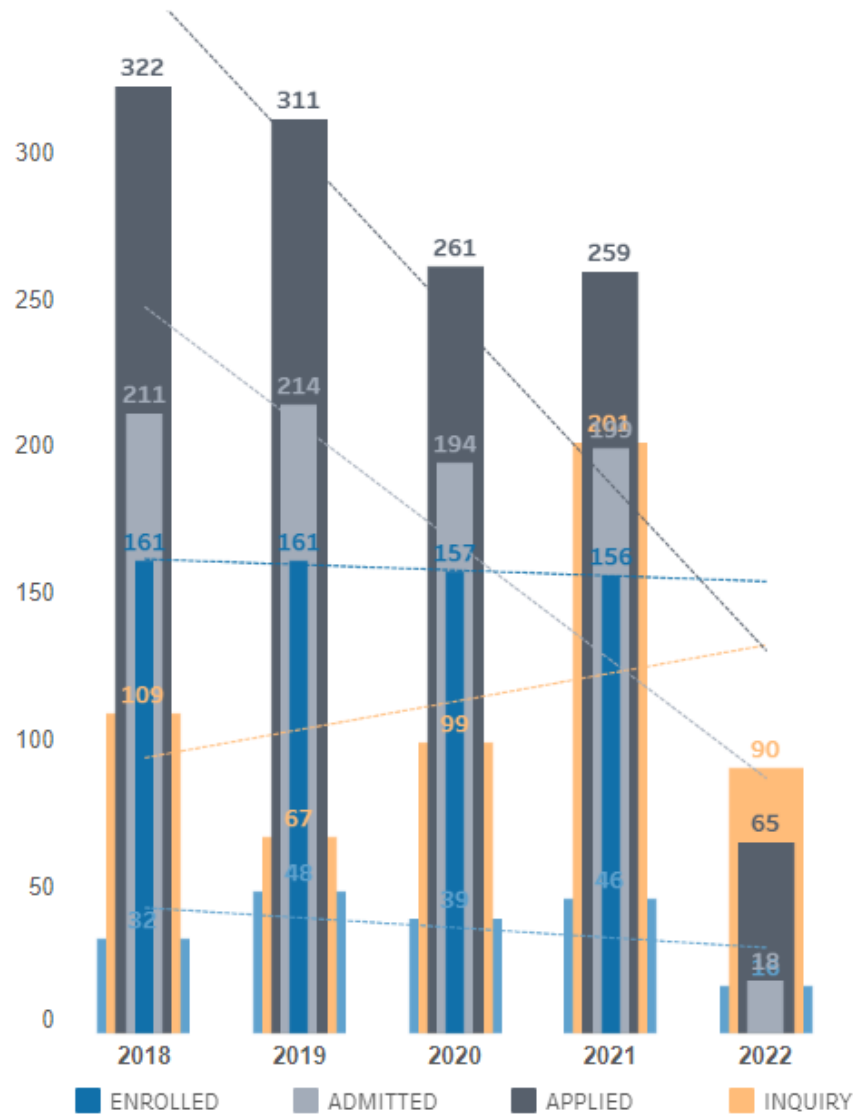
- Revenue projections provided in February 2021, Revenue projection dashboard in Helio completed in April 2021

FTE 5 Year Trend



1b. Enrollment data dashboard in Heliocampus:

Admissions Funnel 5 Year Trend



1c. Program growth:

Level of Detail

Class Department ▼

Class Department Detail Table

Change over prior 2 years

	Headcount/ SCH	YoY Diff	% Change
Accounting	37	-10	-21%
Art	0	-1	-100%
Biology	13	-4	-24%
Computer Science and Inf..	53	-17	-24%
Economics	32	-3	-9%
Educational Professions	319	-7	-2%
English and Foreign	0	-2	-100%
Geography	0	-2	-100%
Kinesiology and Recreation	61	25	69%
Management	130	-31	-19%
Marketing & Finance	55	-21	-28%
Nursing	91	33	57%
Physician Assistant Studi..	50	25	100%
Psychology	28	0	0%

2a. Proposal submissions to MHEC/USM.

- Due to the pandemic, there were not any submissions for graduate programs during the reporting period.

3a. Provide report to Graduate Council. Reports attached.

3b. CRM research completion. Memo update attached.

- Due to a failed search for the new Director of Graduate Services. There was no progress on this action item due to delay in hiring a full time directors.

3c. Completion of marketing plan. Attached.

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. Completion of the marketing plan will provide the path for changes in marketing efforts to include videos, website updates. This includes updating our graduate program web pages.
2. Need was demonstrated by the lack of data we have to support satisfaction of our services for graduate students. We will be developing a survey to obtain some baseline data to inform future efforts to retain our graduate students.

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

Weekly staff meetings.

Evidence, artifacts, and or back up documentation:

Attached Files

[FSU Grad Serv. Strategic Marketing Plan FINAL.docx](#)

[Report for Graduate Council Sept 20.pptx](#)

[Graduate Council october 10 20 SBB.pptx](#)

[Graduate Council Report 2 8 21 SBB.docx](#)

[Graduate Council Report March 2021 SBB update.docx](#)

[Graduate Council April 12 2021.docx](#)

[CRM Memo 9 17 21.docx](#)

**Region Math and Science Center
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](#)

2021 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:

10/1/2020

Providing Department:

Region Math and Science Center

End:

9/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- 1.1 Conduct virtual 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 virtual 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 virtual summer program where students, gaining experience and exposure to college mentors as well as virtual college tours and presentations.
- 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 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 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 the number of students served in program year
 - 1.1 Database report showing the 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 virtual 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?:

64 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.

67% 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: 18 students identified, 11 of whom actively participated in coaching/tutoring. 7 of the 11 who participated received a 2.5 or better.

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.

86% 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 didn't meet this objective because of the virtual struggles.

87% 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

93% 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.

- i.85% of seniors who enrolled participated in at least two summer sessions, 31% in at least 3 summers and 31% participated in 4 summers
- ii.83% of active seniors participated in senior week, 33% of all graduating seniors
- iii.54% actively worked with RMSC staff throughout senior year regarding college admission and financial aid
- iv.85% attended at least one college academic year visit

72% 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)*

- i.63% of ALL (not just current cohort) have earned degrees within 6 years (national average is between 21% and 37% for similar population)

47% of RMSC college graduates have earned degrees in Mathematics or Science field.

1.

- i.33% 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?:

- Increase recruiting efforts in schools where we have only a few participants
- Offer in-person and virtual recruiting
- Utilize student recruiters (current students helping to identify potential participants within their schools)
- 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.
- 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?:

- Campus community is invited to students' end of summer poster presentation where students present their research findings and discuss their experience with audience participants
- Newsletter highlighting student and program successes

Evidence, artifacts, and or back up documentation:

Attached Files

[2020-21 Final APR - Signed - Copy.pdf](#)

Registrar

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Strategy: Improve Registrar's Office and student experience

Start:

7/1/2020

Providing Department:

Registrar

End:

6/30/2021

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. Develop a plan to track students who did not check out for graduation following their approved graduation term
4. Evaluate and possibly redistribute office duties
5. Implement curriculum maintenance software
6. Creating Change of Grades process
7. Review residency information on the website and revise as necessary
8. Propose a definition for online synchronous course modality
9. Revise I to F letter from paper copies to an email mail merge for students, advisors, and instructors. Also correct gpa output. Need only two decimals.
10. Create COVID-19 commencement contingency solutions.
11. Brittini to learn new Registrars job duties: Managing Special Registrations (9 types, see staff duties list) and Auditing Grade and residency changes.
12. Re-energize the Intersession and Summer Advisory Group.
13. Write a guide of the athletic eligibility checking process (as requested by Strategic Edge).
14. Look for affordability solutions for Intersession and Summer students.
15. Hire Director of Advising and four University Advisors
16. Select platform to enhance advising (with a team)

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

1. Meet with IT to scope the project
2. A list is review, updated, and prioritized
3. A plan is adopted
4. All job descriptions are reviewed and updated
5. A software package is installed and functional
6. The feasibility of a project to input student grades into PAWS from third-party sources, e.g. Canvas and Excel has been determined
7. The residency information on the Registrar's Office website is complete and current
8. A definition is submitted to DEAG
9. A letter and process have been developed and implemented
10. Arrange new format and activities for graduating students to replace ceremony, updated all communications to reflect virtual, slideshow for December in progress
11. Learn them as they occur and add them to my timeline/instruction list
12. Hold quarterly meetings.
13. Write step by step process of what I do when confirming an athlete is academically eligible
14. Options or strategies are found/created to allow more students to be able to take summer/intersession
15. Positions are filled
16. Platform selected

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

The actions are administrative in nature, the results were assessed simply as completed or not.

What were the results?:

1. Due to competing demands and staffing shortages, no progress was made on this project.
2. The “wish list” was not updated. However, the university has moved forward on two projects on the list: document imaging and online curriculum management.
3. Due to competing demands and staffing shortages, no progress was made on this project.
4. Completed by September 2020.5
5. Ongoing. Needed to hire a retired employee to assist.
6. Due to competing demands and staffing shortages, no progress was made on this project.
7. Updated.
8. Approved, June 2021 REMOTE modality approved by Exec Cabinet. Coding created in PAWS. Memo sent out to depts with new modality and coding instructions.
9. Completed March 11, 2021
10. Coordinated a virtual ceremony and Grad Week online celebration for December 2020 and coordinated an in-person “Grad Walk” for May 2021, which was well received.
11. Have completed the following registration processes, the only one that I haven’t done is NSE because there were none this year. I have created a binder with instructions and notes for each of these areas. Inter-institutional China SOFI High school students Study Abroad Collaborative engineering
12. Have held one meeting, another will be scheduled this spring.
13. Process is written out and included in my Eligibility binder and was process was provided to Strategic Edge and auditor.
14. Contacted Financial Aid to see if there were any new opportunities specifically for summer and intersession and determined there was not. Continued allowing students leniency with payment plans.
15. All positions filled

16. Ongoing. The RFP was published, technical reviews conducted, and vendor selected. Pricing and funding still under discussion.

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?:

There are have been many tasks imposed on the office staff that following up on many of the action items on the plan was a challenge. e.g. creating and implementing the 7-week sessions for first-year students and Kuali were extremely time and energy consuming.

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 and document sharing.

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. 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:

7/1/2020

Providing Department:

Upward Bound

End:

6/30/2021

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 PSE 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 70% meet both eligibility criteria. recruitment was severely hampered by the pandemic.
2. 70% 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. 81% 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. 89% 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. 86% 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. We experienced a few students drop out of school during the pandemic.

6. 71% 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. 52% 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. Periodic meetings and emails with Associate Provost.

Evidence, artifacts, and or back up documentation:

Attached Files

[Academic Expectations of FSU Upward Bound students.docx](#)
[UB Grant Narrative 2017.doc](#)

Athletics

Annual Report 2021

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: 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

Goal: Expand Alumni, Parent, and Friends Support for Athletics

- Bobcat Pride Plan & Launch
- Kickoff Banquets

Start:

7/1/2020

Providing Department:

Athletics

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Action Priority 1: Expand Season Kickoff Banquets

Action Priority 2: Out of State & Regional Tuition Waivers - Year 2

Action Priority 3: Launch the Bobcat Pride Donor Club

Action Priority 4: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

Action Priority 5: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

Action Priority 6: Continue to upgrade athletic facilities – Bobcat Arena

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms

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

Action Priority 1: Expand Season Kickoff Banquets

- Measurement/Metric: Number of Events; Attendance Numbers; Gifts Raised

Action Priority 2: Out of State & Regional Tuition Waivers - Year 2

- Measurement/Metric: Dollars allocated; Dollars used; Revenue generated

Action Priority 3: Launch the Bobcat Pride Donor Club

- Measurement/Metric: Planning; Roll out completion; Number of Members

Action Priority 4: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 5: Continue to upgrade athletic facilities - Bob Wells Field Phased Renovation Plan

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 6: Continue to upgrade athletic facilities - Bobcat Arena

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms

- Measurement/Metric: Planning; Resources; Construction; Completion

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

Action Priority 1: Expand Season Kickoff Banquets

- Results were determined by the number of events hosted.
- Results were determined by the number of attendees.
- Results were determined by the amount of money raised.

Action Priority 2: Out of State & Regional Tuition Waivers - Year 2

- Results were determined by the number of dollars allocated.
- Results were determined by the number of dollars used.
- Results were determined by the amount of revenue generated.

Action Priority 3: Launch the Bobcat Pride Donor Club

- Results were determined by plan development.
- Results were determined by plan implementation.
- Results were determined by number of members.

Action Priority 4: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

- Results were determined by the progress of the project.
- Results were determined by amount of money raised.

Action Priority 5: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

- Results were determined by the progress of the identification of new project.
- Results were determined by the progress of each project.

Action Priority 6: Continue to upgrade athletic facilities – Bobcat Arena

- Results were determined by the progress of each project.

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms

- Results were determined by the progress of the project.

What were the results?:

Action Priority 1: Expand Season Kickoff Banquets

- Result: Added Women's Lacrosse, Baseball and Softball
- Result: Attendance
 - Softball – 25 virtual, 25 team/staff
 - Lax – 30 virtual, 32 team/staff
 - Baseball – 50 virtual, 35 team/staff
 - Lax – 50 virtual, 55 team/staff. (Year 2)
- Result: Gifts
 - Softball – \$1000
 - Lax – \$1000
 - Baseball – \$1500
 - Lax – \$2500 (Year 2)

Action Priority 2: Out of State & Regional Tuition Waivers - Year 2

2020-2021						
Scholarships						
Year	Out of State Differential	Regional Differential	Tuition Scholarship	Board Scholarship	Room Scholarship	Total
2020-2021	\$159,564	\$115,050	\$193,823	\$109,334	\$381,568	\$959,339
Revenue						
2020-2021	Tuition	Fees	Room	Board	Total	Students
In State	\$2,903,193	\$1,202,475	\$1,723,314	\$1,195,928	\$7,024,911	472
Regional	\$900,900	\$165,037	\$220,235	\$149,817	\$1,435,989	65
Out of State	\$1,456,792	\$192,160	\$341,997	\$235,123	\$2,226,072	77
Total Revenue	\$5,260,885	\$1,559,672	\$2,285,547	\$1,580,868	\$10,686,973	614

Scholarships		\$959,339	
Net Revenue		\$9,727,634	

Action Priority 3: Launch the Bobcat Pride Donor Club

- Result: Plan was developed and approved. Rollout date pending in Late Summer/Early Fall 2021 (As of June 30, 2021)

Action Priority 4: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

- Result: Fundraising initiated to resurface the track. Estimated cost \$350,000. Pledges and grants secured during assessment year. (Ongoing throughout 2020; Carryover into 2021)
- Result: Price Update to \$375,000
- Result: Project approved for summer 2022 install. (Fall 2021)
- Result: Secured \$100,000 from Project Open Space - Allegany County Department of Public Works (2020)
- Result: \$63,648 in gifts raised to support project. (As of June 30, 2021)
- Result: \$47,232 in pledges committed. (As of June 30, 2021)
- Result: \$16,000 additional funds earmarked for naming plaza construction. (Fall 2021)

Action Priority 5: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

- Result: Left field wall construction finished. (Summer 2021)
- Result: New outdoor batting cage area started. (Fall 2021)
- Result: New visiting bullpen area started. (Fall 2021)
- Result: Visiting spectator area upgraded. (Fall 2021)

Action Priority 6: Continue to upgrade athletic facilities – Bobcat Arena

- Result: Retractable curtains divider install. (Completed Summer 2021)
- Result: Portable Hardwood Floor for Basketball approved, design complete and PO issued. Delivery for Fall 2021 installation (Completed March 2021)

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms

- Result: Reclaimed 225 sq. ft. of space in the cardio room to construct a Men's Tennis Locker Room. Constructed walls, new paint, new lighting, new carpet, and 14 Allwood Lockers that match existing locker rooms. (Completed Summer/Fall 2021)
- Result: Added 7 Additional locker to the Women's Track & Field Locker Room to bring it to 40. (Fall 2021)
- Result: Added 6 Additional locker to the Women's Lacrosse Locker Room to bring it to 36. (Fall 2021)
- Result: Earmarked money to construct new walls for men's and women's swimming locker rooms. (Spring 2021)

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:

- Bobcat Arena - Dramatically improved the aesthetics and environment. This should help us with recruiting in the future. The focus for the upcoming year will be to purchase video boards and to install new LED lighting.
- Bobcat Stadium – The focus for the coming year will be the encapsulation and construction of the plaza area. Continue solicit external funding for the project.
- Bob Wells Field – Continue to look at small projects that add value while planning for the future.
- Locker rooms – Continue to work renovate men's and women's swimming locker.

Goal: Implement the use of regional and out of state tuition waivers as part of the grant and aid packages.

- Regional Tuition Waiver: We have seen the number of regional student-athletes grow each year. 2019 – 51; 2020 – 53; 2021 – 65. Continue waiver implementation for NCAA DII year 3.
- Out of State Tuition Waiver: We have seen the number of out of state student-athletes grow each year. 2019 – 37; 2020 – 43; 2021 – 77. Continue waiver implementation for NCAA DII year 3. implementation year 3.

Goal: Expand Alumni, Parent, and Friends Support for Athletics

- Bobcat Pride Plan & Launch – Set launch date and execute launch. Track membership number as means for gauging engagement.
- Kickoff Banquets – This has started to create additional excitement around the start of each team's season. We have also generated new revenue from this and hope that it will continue to grow in future years. Continue to expand to include additional teams.

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

The results of this year will be shared with the President and 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 2021 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:

7/1/2020

Providing Department:

Auxiliary

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Increase the profit margin by 1% for fiscal year 2022 vs fiscal year 2021 for the University Bookstore. (Department Goal #2)

AP2 - Improve customer service in the food service area by providing enhanced experiences for students (Focus on Food & Culinary Enhancements and Program Development - Teaching Kitchen activities) and to serve food safely during the COVID-19 pandemic. (Department Goal #1 and #2)

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

AP1 - Comparison of fiscal year income statements for fy2021 vs fy2022 to gauge the profit margin in the University Bookstore (goal of 1% profit).

AP2 - The addition of quality programs to engage students and proved and follow new guidelines to ensure safety during the pandemic for food service delivery (including food service for quarantined students).

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

AP1- Comparison of fiscal year end income statements of fy2021 vs fy2022.

AP2 - Results were assessed by the final year-end and semesters in review with Chartwells.

What were the results?:

AP1 - The Bookstore went from a negative ending fund balance in fy2021 to an additional negative fund balance after fy2022.

AP2 - The results were Chartwells increased their on campus experiences and complied with all guidelines with 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?:

AP1 - This is a continuing goal for the University Bookstore. There was a loss in fy2021, but many factors played a role. The COVID-19 challenge negatively impacted sales in fy2021 along with decreased enrollments. The Bookstore will continue to look for additional ways to cut costs and increase revenue. In fy2022, the department was restructured. The restructure included reclassing positions differently after vacancies.

AP2 - The Chartwell's experience is a continuing goal for FSU. In fy2022 there will be a survey to find out customer satisfaction and the possibility of creating new or changed meal plans for fy2024.

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

These plans and actions were conveyed in Administration & Finance staff meetings and meetings with Bookstore staff. Chartwells initiatives were published on social media and through emails.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP1 - Bookstore.pdf](#)

[AP2 - Path to Open presentation final 4.29.20.pdf](#)

[AP2 - EastSemesterReview2020.pdf](#)

[AP2 - TK Ad.pdf](#)

Facilities**FY2021 Facilities Report****Specify your Division/Department Goals Priorities.:**

The Facilities Management Department is responsible for providing facilities that align with the University's Strategic Plan. Each year, the Facilities Management Team establish objectives through the planning process to address maintenance issues, large-scale renovations, and new construction projects. Funding sources are identified, and requests are made to obtain funding through the submission of an application to the appropriate state agency. Typically, funding for projects is secured through sources such as auxiliary funds, facility renewal funds, bonds, grants, capital funding, etc. Examples of FY2021 projects consistent with Strategic Plan Theme 6, Facilities and Resources, and the Strategic Plan Goal IV, Align University Resources – Human, Fiscal and Physical – With Strategic Priorities are outlined below.

Start:

7/1/2020

Providing Department:

Facilities

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Project #1 - LED Lighting replacement initiatives were pursued that promote sustainability by reducing electricity usage.

Project #2 – Campus natural gas line replacement project addresses health and safety by upgrading infrastructure with new gas lines that are much safer than the lines that previously existed.

Project #3 – Ort Library Renovations promotes campus enhancement.

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

Project #1 - LED Lighting replacement initiatives occurred in two buildings and the stadium that promote sustainability by reducing electricity usage. Specific projects include the Fuller house interior lighting project, the PE exterior lighting project and the stadium lighting project. These projects not only resulted in reduced electricity consumption but also improved the quality of light levels.

Project #2 – The campus natural gas line replacement project is occurring in multiple phases. Successful completion of phase II of the project took place in FY21. Replacement of the aging lines will have multiple benefits to FSU. In addition to improving safety this project also reduces liability by transferring the ownership and maintenance of the distribution system to Columbia Gas.

Project #3 – The Ort Library Renovations transformed the building into a more user friendly and welcoming space for student collaboration and quiet study alike. Built 44 years ago, the library has not seen a major renovation. New carpeting, furniture, check-out counter and reconfigured office space are noticeable updates, while upgrades to the electrical service and HVAC systems were also part of the project. Other features added to enhance the overall student experience include a coffee bar to provide refreshments and collaboration rooms intended for group study.

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

Project #1 – LED Lighting. Funding was obtained for these projects through a partnership with Potomac Edison and FSU. Most of the costs associated with the ventures were covered through an incentive program provided by the Federal Government and obtained by Potomac Edison. As a result, FSU only had to fund a fraction of the costs associated with the completion of these projects.

Project #2 - Campus natural gas line replacement project. In addition to the safety aspects affiliated with the line replacement other benefits include the transfer of maintenance responsibilities from FSU to Columbia Gas and the installation of gas meters at each building. The gas meters will allow FSU to accurately measure the amount of gas being used in a particular building which will be helpful when performing energy efficiency projects within a building.

Project #3 – Ort Library Renovations. The students, faculty and staff are pleased with the changes. There are still a few items to include in the building as work continues.

What were the results?:

Project #1 - LED Lighting. FSU contributed \$500K to this project. The payback on electrical savings will only take 7 years, resulting in very economically sound and sustainable projects.

Project #2 - Campus natural gas line replacement Project. The results are a much safer campus. In addition to the new gas lines, sidewalks were replaced in areas that were disturbed during the construction process.

Project #3 - Ort Library Renovations. More students, faculty and staff are using the facility.

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 eventuating in the reduction of electricity consumption, the enhancement of safety measures and the creation of a modern environment for the Ort Library.

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

The Facilities Management Department works together to plan projects that best support the students, faculty and staff of Frostburg State University. Staff meetings are held on a weekly basis to promote communication and provide updates on existing/future projects. The team relies on each other to plan, design, deploy, construct, repair, and maintain the physical assets of FSU. Each team member has a role to perform, and we work together to ensure that our goals are met individually and collectively.

Evidence, artifacts, and or back up documentation:

Attached Files

[Library Renovations.jpg](#)

[Library Renovations II.jpg](#)

[Library Renovations III.jpg](#)

[Library Renovations IV.jpg](#)

[New Gas Lines.jpg](#)

[Stadium Lights.MOV](#)

Finance

Fiscal Year 2021 Finance Annual Report

Specify your Division/Department Goals Priorities.:

1. Emphasize customer service in all areas of Frostburg State University's departments of Budget & Finance. (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:

7/1/2020

Providing Department:

Finance

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Increase facility renewal expenses to reach/exceed the 2% replacement value of state building in FY2021 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 - Successfully receive and follow all policies on the expenditures of federal funds related to COVID-19 in fy2021 to be compliant with federal regulations. (Department Goal #2 and #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 the 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 - The successful recipient of the federal funding for COVID-19 and proper compliance for the disbursement to students and purchases.

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 - The official federal award in fy2021 of funding for Covid-19 was officially received and disbursed properly following all federal guidelines.

What were the results?:

AP1 - After reallocations of funding and careful planning of facility projects, the FY2021 numbers were assessed to see if the action priority was met for facility renewal spending. Compared to FY2020, FSU increased from 2.7% to 3.5% in FY2021 of replacement value spending. (see document below)

AP2 - In FY2020 FSU received 6/15 green indicators and did not meet the 10/15 goal. In FY2021, FSU received 12/15 green indicators on the USM rating sheet.

AP3 - All eligible federal funding including strengthening institution, State CARES and UMGC funding were awarded and received with proper disbursements. There were approximately 3,772 awards distributed in fy2021 (some duplicate students included) Please see the link for federal reports: <https://www.frostburg.edu/osp/heerf-funding-reports.php>

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 the upcoming year is to hit the reduced targets set by System. Again, in fy2023, FSU had permission to set the budget at the fy2022 level. Fortunately, FSU was appropriated an additional \$10M in capital projects in the upcoming year.

AP2 - The focus in FY2022 is to try to increase the green indicators from 12 to 13. This will be hard due to COVID impacts and declining enrollments.

AP3- The total amount eligible for fy2021 was officially awarded and received. In fy2022, again the University should strive to receive all that is eligible in federal funds for COVID relief.

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 and IPR. AP#3 was discussed in open discussions, including emails, IPR and Coffee Hours.

Evidence, artifacts, and or back up documentation:

Attached Files

[AP2 USM Dashboards.pdf](#)

[AP1 Facility Renewal by Fiscal Year.xlsx](#)

[AP3 - Student COVID Memo.docx](#)

Human Resources

2021 Human Resources Departmental 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:

7/1/2020

Providing Department:

Human Resources

End:

6/30/2021

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.
- Service Awards: Continue to recognize and reward employees for their dedication of years of service to the University.

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:

- Eighth Annual Professional Development Conference - March or April
- One-day Professional Development Virtual Workshop - September or October
- Employee and Development Leadership Series seventh 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.
- LinkedIn Learning platform

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
- Service Awards: Annual recognition

3.2. Professional Development for Faculty and Staff

- Attendance at large events greater than 60 attendees
- Attendance at small events greater than 10 attendees
- Percentage of attendance greater than 40%
- 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?:

- Take attendance at each event to capture percentage of attendance when able.
- Look at overall number of employees attended/participation and survey response rates.
- Assess satisfaction surveys for training effectiveness, satisfaction, and feedback.

What were the results?:

4.1. Partnership and Collaboration

- HR Partners: Participation at monthly meetings averaged 17 employees. Due to COVID-19, meetings were held virtually and 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.
 - OHR in collaboration with the Office of the President (Donnell VanSkiver) presented Customer Service Phone Etiquette on
- 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, telework, and voluntary separation plan.
- OHR staff served/volunteered: graduation ushers, Chair of Graduation Ushers, concession stands.
- Committee Members served on:
 - Institutional Committees and Work Groups:

- 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
 - Professional Development Conference Steering Committee (PDC)
 - 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
 - USM Training Committee
 - USM Women's Forum
 - Workday Committee
- Wellness Activities: On-campus 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: Sessions on hold/postponed due to COVID-19.
- Employee Appreciation Day - held June 15, 2020 with 150 attendees for Kona Ice; 120 attendees on June 17, 2020 for employee luncheon. No cost to employees due to funding by several HR employees and other employee payroll contributions, one (1) private donation, and Cocoa Cola Company sponsored donation of recognition gifts.
- EDLS: Graduation ceremony was postponed in May 2020 but held October 2020.
- Service Awards: Postponed luncheon. Total of 116 employees identified for years of service.
- Employee of the Month: Nominations received each month averaged 2 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 Virtual Conference Day, September 18, 2020 - Focus on Your Future
 - Attendance at events resulted in a total of 83 anticipated with 80 attended
 - Targeted Audience - Faculty and Staff
 - Attendance Percentage: 96%
 - Survey Response: 51 Respondents
 - Overall Quality/Satisfaction/Met Expectations rate: 89.82% (46.94% Strongly Agree; 42.86% Agree)
- Professional Development Virtual Conference Week, March 16-18, 2021 - Surviving the Storm
 - Attendance at events resulted in a total of 112 anticipated (33 nonexempt, 45 exempt, 29 faculty, 1 contingent, 4 other) with 85 total attended
 - Targeted Audience - Faculty and Staff
 - Attendance Percentage: 75%
 - Survey Response: 60 Respondents
 - Overall Quality/Satisfaction/Met Expectations rate: 93.34% - 66.67% Strongly Agree; 26.67% Agree
- USM Professional Development Virtual Conference Week, June 7-12, 2021 -

- Attendance at events resulted in a total of 767 attended from 12 USM Institutions
 - Targeted Audience - Faculty and Staff
 - Survey Response: 334 Respondents (44%)
 - Overall Quality/Satisfaction/Met Expectations rate - 92.5%
- FMLA Training
 - Attendance: Over two sessions, a total of 35 anticipated with 27 attended
 - Targeted Audience: Supervisors
 - Attendance Percentage: 77%
 - Survey Response: 12 Respondents
 - Overall quality/Satisfaction/Met Expectations rate: 100% - 66.67% Excellent; 33.33% Good
- Workers' Compensation/First Report of Injury Training
 - Attendance: Over two sessions, a total of 35 anticipated with 23 attended
 - Targeted Audience: Supervisors
 - Attendance Percentage: 66%
 - Survey Response: 23 Respondents
 - Overall quality/Satisfaction/Met Expectations rate: 100% - 42.86% Excellent; 57.14% Good
- Optional Retirement Training
 - Attendance: Over two sessions, a total of 10 anticipated with 8 attended
 - Targeted Audience: Faculty and Staff
 - Attendance Percentage: 80%
 - Survey Response: 3 Respondents
 - Overall quality/Satisfaction/Met Expectations rate: 100% Excellent
- Performance Management Process/TrakStar Training (6 sessions)
 - Attendance: Total of 50 anticipated with 36 attended
 - Targeted Audience: Supervisors
 - Attendance Percentage: 70%
 - Survey Response: 4 Respondents
 - Overall quality/Satisfaction/Met Expectations rate: 100% - 75% Excellent; 25% Good
- New Hire Orientation - 5 sessions
 - Attendance: Total of 14 anticipated with 14 attended
 - Percentage of attendance: 100%
 - Satisfaction Survey: 100% overall satisfaction
 - Survey Response: 6 Respondents
- Search Committee Process Training - 15 sessions
 - Attendance: Approximately 45 attendees
 - No survey provided
- Bloodborne Pathogens
 - Attendance: 95 Attendees
 - Targeted Audience: Employees
 - Survey Response: 100%
- USM-Wide Trainings Offered - 6 trainings
 - Money Matters Workshop, Understanding Depression, Disrupting Unconscious Bias, Managing Stress for Positive Change, Navigating Child Care during a Pandemic, Finding Your Resilience
- LinkedIn Learning Rollout
 - Hours Viewed = 1,593 hours

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. Transitioned to virtual meetings due to COVID-19 restrictions.
- Labor/Management: Continue to identify issues of concern and discuss based on articles of the MOU. No meetings held during this time.
- 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. Created an event with stations located throughout the Lane University Center to follow COVID-19 restrictions and adhere to social distancing protocols.
- EDLS: Sought and awarded grant from the FSU Foundation to continue the series due to budget constraints for fall 2021 and spring 2022 sessions. Virtual meetings held with the Steering Committee due to COVID restrictions.
- Employee of the Month: Continue to seek nominations and recognize employees monthly. Looking at revamping the program to Employee of the Quarter with a monetary gift given to chosen nominee.
- Service Awards: Continue to recognize employee annually at luncheon. Employees choose their recognition gifts from the University gift catalog.

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.
- Sought and awarded grant from FSU Foundation to fund/sponsor the Professional Development Conference for spring 2022.
- 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.
- Implemented New Hire Orientation program virtually to improve the onboarding process - increase in satisfaction, retention, and knowledge of FSU policies and procedures.
- Recording/uploading trainings to OHR webpage to create more engagement, additional learning opportunities, and accessibility at any time for the campus community.
- 1,216 Total of FSU employees trained; 63 training events (does not include LinkedIn Learning); 97.2% Satisfaction Rate; 51% Survey Response

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

[AIEC FY 2021 #1 Artifacts.pdf](#)

[AIEC FY 2021 #2 Artifacts.pdf](#)

[AIEC FY 2021 OHR Training Record.pdf](#)

[Faculty--Staff-Virtual-Professional-Development-C \(5\).pdf](#)

[FY21 LinkedIn Learning Training Records.xlsx](#)

[Training Tracking FY 2021.xlsx](#)

[Virtual-Professional-Development-Conference-2020.pdf](#)

[Customer Service - Phone Etiquette.pdf](#)

[HR Partners Agenda 4.28.21.docx](#)

[HR Partners Meeting Minutes 5.25.21.docx](#)

[HR Partners Minutes 2.25.21 \(002\).docx](#)

[HR Partners Minutes 3.31.21.docx](#)

[HR Partners Minutes 4.28.21 \(003\).docx](#)

[HR Partners Minutes 4.28.21 \(003\).docx](#)

[HR-Partners-Customer-Service-Presentation-52521-SURVEY.pdf](#)

[Project Status Tracker 2021.docx](#)

Office of Information Technology

FY21 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:

7/1/2020

Providing Department:

Office of Information Technology

End:

6/30/2021

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 benefits of joining the consortium of USM universities seeking to replace and consolidate Financial and Human Capital Management ERP systems. (OIT Goal #3)
4. Implement a document imaging, workflow, and electronic forms system. (OIT Goal #3)
5. Implement Duo Multi-factor authentication for faculty and staff. (OIT Goal #5)
6. Add additional licenses, increase scanning and reporting in Nexpose security software for critical updates and patches to servers. (OIT Goal #5)
7. The Instructional Design & Technology department will help faculty with technology support and accessibility checks as part of a grant received from the Kirwan Center. (OIT Goal #7)

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. Conduct a series of workshops and vendor demonstrations to establish consensus on decision to move forward as a consortium, move forward independently, or table replacement initiative.
4. Measure adoption of the new platform.

5. Phishing outbreaks as a result of faculty or staff accounts being exploited measured through KnowBe4's PhishER module and Help Desk tickets.
6. Review reports from the Nexpose console.
7. Confirmation of compatibility across a range of LMS environments. Confirmation of adoption among key stakeholders.

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. Feedback from internal stakeholders and consortium partners were evaluated.
4. OIT evaluated document imaging, workflow, and electronic forms system usage in the management dashboards and determined if employees are using the platform.
5. OIT evaluated results through volume of Microsoft compromised user notifications, number of phishing emails sent, and number of users whose accounts have been compromised.
6. Initial discovery and subsequent remediation reports are reviewed by server administrators.
7. IDT tested course activities in three different LMSs (Canvas, Brightspace, Blackboard). All three participating schools confirmed compatibility and course adoption (FSU, ACM, Garrett Community College).

What were the results?:

1. OIT identified three areas this year to eliminate and replace different strategies that saved the University over \$33,411 per year.
 - a. Due to rapidly escalating licensing costs, the IT Applications and Development department decommissioned the use of Rally for work management. The department transitioned to an internally-supported tool. Cost savings of \$20,721 annually.
 - b. The IT Applications and Development department replaced the Monsido web & accessibility tool with Dubbot. Cost savings of \$2190 annually.
 - c. The IT Networking department decommissioned the Audible Magic CopySense Appliance previously used to monitor and block Peer-to-Peer (P2P) file sharing, as well

as educate users as required by the Digital Millennium Copyright Act. To continue compliance with DMCA regulations, in lieu of hardware, utilized existing Palo Alto appliances to block P2P file sharing applications. Updated FSU website and student handbook to educate students on repercussions and legal alternatives instead. Cost savings of \$10,500 annually.

2. 775 out of 784 users (99%) completed the required security training voluntarily. The 9 users who hadn't completed the training had their FSU accounts disabled until they completed it. The last two Phishing assessments had 11.9% and 7.9% click responses. This is another improvement.
3. It was determined that it was in the best interest of FSU to move forward with a consortium initiative to replace the Financials and Human Capital Management components of ERP. The benefit of shared resources and shared business processes across the consortium were cited in reducing long-term risk and operational costs. FSU joined Bowie State, Coppin State, Salisbury University, and the University of Baltimore to form Maryland CONNECT. Together, the Maryland CONNECT consortium selected Workday to replace PeopleSoft FIN and PeopleSoft HCM. Further, the consortium selected Huron as the implementation partner.
4. 35 of the scoped 57 forms and workflows have been implemented. 14 of the 57 were determined not to be needed due to changing business process in the functional departments. The remaining 8 forms and workflows are in development but have been tabled due to loss of resources; our only Softdocs developer left the organization in 2021. There are currently 93 users in the system and we've processed approximately 17,086 documents since launch.
5. Since the implementation of Duo, the instance of faculty and staff compromised accounts has dropped by 90%, and phishing emails sent from compromised faculty and staff accounts have dropped by 97%.
6. Since this implementation, the numbers of servers scanned in Nexpose for critical updates and patches has increased by 50%. Reporting has increased from quarterly to twice a month. All Critical vulnerabilities are confirmed remediated (with results submitted to auditors) through secondary follow-up scans and reports.
7. FSU faculty worked collaboratively with faculty from ACM and Garrett College in Math, English, Biology & Chemistry, and the Librarians. Faculty created OER resources openly licensed to permit the work to grow under peer-use and review using best-practices and research, diverse perspectives, and voices. The OER resources were published to the M.O.S.T. Commons: An OER Digital Library. Further, we adopted and adapted a course used in Canvas for a professional development opportunity: Introduction to Open Educational Resources (OER). The course was adopted by each institution (FSU, ACM, & Garret).

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. Day-to-day operations have not been impacted since lower-cost alternatives have been put into use.
2. The security awareness training and phishing tests are improving our security posture. OIT will continue to invest in these services.
3. Beginning FY22, the Maryland CONNECT consortium will require a significant shift of resources; Resources in Finance, HR, Payroll, and IT will spend a significant amount of time working on the Workday implementation project. It's estimated that resources involved will spend up to 85% of their time on Discovery, Architect, and Deploy phases of the project. Further analysis will be conducted to determine if backfill of resources will be required.
4. IT AppsDev will backfill the single Softdocs developer role, and will actively work to hire and cross-train another developer. This change to operations will ensure no single point of failure going forward.
5. By implementing this measure, the security of the traditional username and password login is supplemented by an additional layer of protection. Cybercriminals have a harder time since two pieces of information to access their resource, and FSU security is increased. OIT resources are not as taxed responding to compromised accounts and pulling back phishing emails originating from faculty and staff accounts.
6. Instead of scanning only servers critical to operations, we are now scanning all servers. We are generating reports every two weeks and ensuring servers are updated monthly. This increases our security posture and grants greater visibility into vulnerabilities.
7. Results impacted operations in the following ways:
 1.
 - a. The OER resources developed through this project can be manipulated as needed by interested faculty:
 1. As tools to be used as-is
 2. As a pivot point for building additional resources that can be used by diverse student populations
 - b. The Introduction to Open Educational Resources (OER) course will introduce participants to OERs, planning for their adoption, and how to apply the flexible Creative Commons open licenses used with OER.
 - c. We have successfully established an OER regional group for Western Maryland.

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, President Town Hall /Virtual Coffee meetings, and with the VP of Administration and Finance.

Evidence, artifacts, and or back up documentation:

Attached Files

[FSU Evaluation Form 2021 05 19.xlsx](#)

[Board of Regents Statement of Values and Expectations - 2019.docx](#)

[FedResults - CA Technologies - 07.29.2020 - Quote 16749088.pdf](#)

[Invoice INV-21019.pdf](#)

[Invoice-FSU-0001.pdf](#)

[Steering Committee Deck 2021 05 06 rev FINAL.pptx](#)

[USM TORP CO ERP Deployment Partner 2021 04 20 FINAL.docx](#)

[Release Planning.xlsx](#)

[FSU Servers audit report.pdf](#)

[Clean Final Draft - M.O.S.T. - OER Institutional Proposal- 2-24-2020.docx](#)

[FINAL 2020OERInstitutionalGrants RFP.pdf](#)

[Western MD MOST Project Plan 2020-07-14 \(1\).docx](#)

[Fellowship of OER-PPT FINAL 4 8.pptx](#)

[Western MD MOST Project Plan 2020-07-14.docx](#)

University Police

Fiscal Year 2020 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:

1/1/2021

Providing Department:

University Police

End:

12/31/2020

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Provide Live scan fingerprinting services weekly to the campus community and extend the service to include non-FSU affiliated community members to foster good community relations. (Department Goal #2 Strategic Goal III)

AP2 - Foster a positive relationship between student leadership, FSUPD and FPD. The 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 Strategic Goal II)

AP3 - For each theft case review campus wide video as a resource to help solve thefts. (Department Goal #1 Strategic Goal IV)

AP4 - Working with the General Counsel meet weekly to thoroughly review and revise the FSU emergency preparedness planning to foster a culture of safety. (Department Goal #1 & #2 Strategic Goal IV)

AP5 - Recruit and hire an Environmental Safety Officer as a member of FSUPD during the CY. (Department Goal #1 & #2 Strategic Goal IV)

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

AP1 - FSUPD provides fingerprinting services from 8AM till noon on average one day per week. Effectiveness is assessed based on demand for services.

AP2 - The Chief planned to schedule monthly lunch meetings with the leadership of student groups.

AP3 - The theft closure rate is measured against the baseline 2016 theft closure rate of 27%

AP4 - Progress will be measured by the number of Departmental Emergency Operations Plans finalized.

AP5 - 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?:

AP1 - During CY2020 how many FSU faculty/staff member, 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?

AP2 - Student leadership is queried regarding the usefulness of the meetings.

AP3 - Total thefts closed with the assistance of data recorded by the video cameras were evaluated compared to 2016 baseline.

AP4 - The General Counsel and Chief met on average two times per week to advance this project. Meetings were anticipated with key personnel in Departments/Buildings on campus to facilitate creation of departmental Emergency Operations Plans. A standard template was used, and guidance would be provided by the Chief and GC.

AP5 - Was the position approved? Was the position developed and advertised? Has the position been filled?

What were the results?:

AP1 - During CY2020 10 FSU faculty/staff members, 137 FSU students and 57 non-FSU affiliated community members were fingerprinted. Gross revenue of \$8,845 was generated while providing a needed service to the campus community. The numbers were suppressed by the COVID19 pandemic, FSUPD shut down this service periodically as a health safety measure during the year. (attachment #1)

AP - 2 Early in 2020 the Chief spoke with members of the student leadership and found them enthusiastic about continuing the monthly lunches. Before meetings could commence the COVID 19 pandemic hit. Due to the stressors and related difficulties of dealing with the pandemic no meetings took place in CY 2020. This initiative will resume when it is safe to do so.

AP3 - Total thefts fell sharply in CY 2020 likely due to adjustments made in residency due to the COVID19 pandemic. There were a total of 9 reported thefts in 2020 of which 5 were closed. Of the 5 closed cases video was helpful in 2. The closure rate is 55%, in 22% of the closures video was helpful. The theft closure rate continues to exceed the 2016 closure rate of 27%. (attachment#2)

AP4 - Completed initial Departmental Emergency Operations Plans increased by two (2) with the addition of the Brady Health Center and the office of Regional Development. (attachment #3) Progress on this initiative was significantly impacted by the OVID19 pandemic, and will resume when safe to do so. In addition the University Emergency Operations Plan was audited by USM auditors in February 2020. There were two items that needed follow up. Improvements on these two items are well underway, USM auditors will follow up in early 2021. (attachments #4 & #5)

AP5 - The FSU Environmental Safety Officer began employment on 3/30/2020. His coming on board was very timely as his expertise and guidance was critical during the response to the COVID19 pandemic. A few of his many accomplishments include:

- Working with the campus community campus needs, procure and distribute PPE for all constituents across campus;
- Completed required documentation and audits to ensure that all required paperwork associated with environmental programs is accurate and compliant;
- Finalized a tracking system to correct deficiencies found during the required life safety checks (security systems, AED's, etc.);
- Collaborated with several members of the pandemic response team to produce policies and training regarding COVID-19;
- Worked with the General Counsel on enterprise risk management. (attachments 6 & 7)

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 plan will mirror this years plan, these goals are central to our operation. The addition of the Safety Officer has added a needed resource.

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 Operations 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 and with the VP for A&F, often verbally. The Chief communicates on a daily basis with the Lieutenants often emphasizing the goals and priorities of the Department. Annually by October 1st the Department publishes and distributes the FSU Annual Fire and Safety Report.

https://www.frostburg.edu/about-frostburg/Administrative-Offices/university-police/_files/pdfs/annual_security_fire_safety_report.pdf

Evidence, artifacts, and or back up documentation:

Attached Files

[Attachment #6](#)

[Attachment #5](#)

[Attachment # 3](#)

[Attachment #1](#)

[Attachment #2](#)

[Attachment #4](#)

[Attachment #7](#)

Cultural Events Series

CES FY 2021 Annual Report

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:

7/1/2020

Providing Department:

Cultural Events Series

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 3, **CES** Action Priority 1 Cultural Events Series (CES) will develop and implement a virtual performing arts series for FY 21.

SCI Goal 4, **CES** Action Priority 2 CES will pursue and identify external funding in FY 21 through granting agencies, charitable foundations, private donations and programmatic collaborations.

SCI Goal 4, **CES** Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff in FY 21.

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

SCI Goal 3, **CES** Action Priority 1 Cultural Events Series (CES) will develop and implement a virtual performing arts series for FY 21.

- Attendance
- Monthly newsletters
- Patron surveys: individual performances, EOY survey
- Co-curricular and/or academic collaborations
- Community partnerships
- FSU partnerships

SCI Goal 4, **CES** Action Priority 2 CES will pursue and identify external funding in FY 21 through granting agencies, charitable foundations, private donations and programmatic collaborations.

- Grants
- Private Funding

SCI Goal 4, **CES** Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff in FY 21.

- Staff
 - national and state professional organizations
 - weekly management meetings
 - certifications
 - webinars
 - discussion of articles – trending themes/operations

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

SCI Goal 3, **CES** Action Priority 1 Cultural Events Series (CES) will develop and implement a virtual performing arts series for FY 21.

- Attendance
- Monthly newsletters
- Patron surveys: individual performances, EOY survey
- Co-curricular and/or academic collaborations
- Community partnerships
- FSU partnerships

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- Private Funding

SCI Goal 4, **CES** Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff in FY 21.

- Staff
 - national and state professional organizations
 - weekly management meetings
 - certifications
 - webinars
 - discussion of articles – trending themes/operations

What were the results?:

SCI Goal 3, **CES Action Priority 1 Cultural Events Series (CES) will develop and implement a virtual performing arts series for FY 21.**

To engage the regional community in the ever-shifting environment of the pandemic, CES presented a series of 29 remote performances, lectures and workshops.

Due to the nature of virtual arts presentation, attendance figures are inexact, since not every event required registration for access. Based on those events that required registration, total attendance in FY 21 is estimated to exceed 1500.

Presentations involved a total of 226 artists and presenters.

PUBLIC PERFORMANCES

Collaboration with the Maryland Symphony Orchestra resulted in the virtual presentation of seven concerts. A free performance of the MSO String Quartet took place in fall 2020. Thanks for a grant from the Community Trust Foundation, community members received discounted tickets to view live performances in January, February, March, April, May and June.

Six virtual events took place as part of CES' partnership with the FSU Student Activities. Community members experienced interactive presentations with international photographers, filmmakers and scientists as part of five National Geographic Live events: *Scientific Exposure*, *Reimagining Dinosaurs*, *Feats of Filmmaking*, *Mysterious Seas* and *Women & Migration*. A performance of *Celebration* from Step Afrika! took place in April.

CES supported the FSU Department of Theatre and Dance in presenting three theatrical productions: *Charlotte's Web*, *The Spoon River Project* and *Lessons from Baldpate*. These events were presented in person and were open only to FSU students, staff and faculty.

A partnership with the Lewis J. Ort Library resulted in a virtual concert of Celtic music with Greg Latta, which was held to celebrate Irish American Heritage Month.

Maryland Symphony Orchestra String Quartet

FSU Theatre in *Charlotte's Web* (3 performances)

Maryland Symphony Orchestra in Vivaldi's *The Four Seasons*

Maryland Symphony Orchestra *Shostakovich Piano Concerto #1*

National Geographic Live *Scientific Exposure*

National Geographic Live *Reimagining Dinosaurs*

FSU Theatre in *Lessons from Baldpate* (3 performances)

Maryland Symphony Orchestra *Classical Prodigies*

National Geographic Live *Feats of Filmmaking*

Greg Latta Celtic Music Concert

National Geographic Live *Mysterious Seas*

FSU Theatre in *Spoon River Project* (3 performances)

Maryland Symphony Orchestra *Sharon Isbin Live in Concert*

National Geographic Live *Women and Migration*

Step Afrika! *Celebration*

Maryland Symphony Orchestra *Bravo Broadway!*

Maryland Symphony Orchestra *Brown and Beethoven*

The season was promoted through monthly newsletters and other community outlets. Patrons were given the opportunity to provide feedback on their performance experience through electronic post performance surveys and end of year survey. Samples of these results can be found in the supporting documents.

EDUCATIONAL AND COMPLEMENTARY PROGRAMMING

Complementary events benefited people of all ages.

The CES Afterschool Arts program reached local middle school students with two presentations from Carnegie Science Center: *The Chem-Mystery Files* and *The Science of Hockey*, and a performance of Virginia Repertory Theatre in *Harriet Tubman and the Underground Railroad*. Working with the FSU Appalachian Festival, CES offered a free, virtual songwriting workshop with soulful folk musician Kyshona: *We the People: Voices for Change*. As part of the FSU Theatre Department's New Works Incubator, CES assisted in presenting a live reading of Keenan Scott II's new play, *Social Media Massacre*. A dance tutorial took place as part of an engagement with Step Afrika!, which was presented in partnership with FSU Student Activities.

Appalachian Festival Songwriting Workshop with Kyshona *We the People: Voices for Change*

FSU Theatre Virtual Reading: *Social Media Massacre*

Step Afrika! Dance Tutorial

Virginia Repertory Theatre *Harriet Tubman and the Underground Railroad*

Carnegie Science Center *Chem-Mystery Files*

Carnegie Science Center *Science of Hockey*

PARTNERSHIPS AND COMMUNITY CONNECTIONS

Partner organizations throughout the season included the Lewis J. Ort Library, the Allegany County After School Program, the FSU Appalachian Festival, the FSU Department of Theatre & Dance, the Maryland Symphony Orchestra and FSU Student Activities.

COMMUNITY RESPONSE

Testimonials from throughout the season provide an indication of our success in ensuring that the arts are a vital element of the tri-state region's cultural identity, even during a year of quarantine and social distancing.

Event evaluations and general surveys were distributed throughout the season. In addition to answering questions about their response to COVID-19 and its effect on future arts experiences, multiple respondents offered encouraging and sometimes heartfelt comments, several of which we include below:

- Thank you for striving to keep cultural events going for our campus community. I believe this is vital work, and I thank you for it.
- Thank you all for your wonderful work over the years! These are hard times for the arts and I very much appreciate the efforts being undertaken to keep it going.
- I commend you for your efforts during this very difficult time. I think it is great that you are still putting programs out there to inform and entertain your patrons. I, for one, will continue to sing your praises to others and be there to support your endeavors. Thank you for your creativity and perseverance.
- I am glad to see that CES has incorporated ... virtual opportunities into their programming during this very dismal, year-long pandemic. You are keeping the concept of CES going and you are bringing some light to those of us looking for intellectual diversions from the issues we are dealing with. Thank you for seeking out these diverse and safe opportunities.
- Thank you for thinking about options to keep CES going. I've enjoyed CES performances for years and I'm looking forward to having that opportunity again...even if it's in a different form
- I appreciate that instead of letting the box office go dark or simply doing nothing with the arts, as an organization, y'all are trying to figure out a solid solution to still have the arts in our mountain community.
- I love the excitement of a live performance. My husband died in February and he had never attended the ballet until we saw the performance at the Frostburg Theater. CES gave us both the opportunity to experience shows that we were never exposed to plus only driving to Frostburg really helped. We both looked forward to the fall lineup and I would immediately make our choices and mail my payment. We would talk about the performance all the way home and we, along with the entire audience, appreciate all that CES does to bring the performing arts to the area. *(Given the personal nature of this response, we ask that it not be shared beyond those reviewing this report)*

SCI Goal 4, CES Action Priority 2 CES will pursue and identify external funding in FY 21 through granting agencies, charitable foundations, private donations and programmatic collaborations.

GRANTS

Maryland State Arts Council

MSAC Grants for Organizations - \$41,438.99

Allegany Arts Council - \$1,500

PRIVATE FOUNDATIONS

Peter and Iris Halmos Community Fund/Community Trust Foundation

MSO Project - \$3,000

INDIVIDUAL DONATIONS

Various - \$4,532.70

TOTAL: \$50,471.69

SCI Goal 4, CES Action Priority 3 CES will develop a comprehensive training and staff development plan for its staff in FY 21.

- 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.
- Staff members supported other department and university initiatives as a result of COVID and staffing shortages
 - In the fall of 2020, Joel assisted with the universal Covid testing site held in the gym and the biweekly Covid testing site in the ARMAH. In the spring of 2021, Joel assisted with the 4-day, weekly Covid testing site in the ARMAH. Joel coordinated the quarantine and isolation of positive tested students, working alongside Brady Health, Quality Inn, Chartwells and Residence Life.
 - Donna completed all operational aspects of the Sloop Institute for Excellence in Leadership and provided leadership in organizing components of SCI Leadership in general including Leadership website, leadership library and the Social Change Leadership Monograph.
- Staff reviewed multiple national produced documents, reference guides and webinars (APAP Reopening Resources, Event Safety Alliance Reopening Guides, International Association of Venue Managers Public Assembly Facilities Recovery Guide, Wallace Foundation and various regional presenters) to create a working document of reopening guidelines for CES including to be used when live performances resume, physically measuring venues and researching other performing arts venues.

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: Impact related to upcoming plans:

- Due to the on-going nature of the COVID-19 pandemic the 2021-22 season will be scheduled with more flexible and lower cost artist in early Fall 2021. National studies indicate that arts patrons will be most ready to return to live performance in Spring 2022.
- As the general public's ability to make future plans is hindered by the pandemic, we will suspend the buy more, save more opportunity to patrons as we don't expect this to be an expectation of those that utilize this opportunity.
- An abbreviated brochure will be developed in place of the full booklet to promote the 2021-22 season as a cost savings measure, but also to show we have returned to live performance.
- Sponsorship and donation opportunities were halted this year as we did not have anything to "sell." This area will require focus in 2021-22 to determine levels of acknowledgement based on giving (program, poster, brochure, lobby banner, etc). Season wide support opportunities should be explored vs. the by event model.
- Benefits that do not hinder tax benefits of membership will be further explored.
- The CES patron database will be continually reviewed to remove inactive patrons in order to save postage on mailed marketing materials.
- Many intentional cross campus partnerships to streamline fiscal costs and build engagement for potential audience impact will continue to be explored.
- 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.

2. Resource Allocation:

- Consideration is underway to reassign the Cultural Events Series unit within the Division of Regional Development & Engagement, which would demonstrate our commitment to community engagement.

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

Results were reviewed with CES staff and to granting and funding agencies as required by final reports.

Evidence, artifacts, and or back up documentation:

Attached Files

[AAC FSU Cultural Event Series FY 21 award letter.docx](#)

[CES at FSU CTF Award Letter FY21.pdf](#)

[FY 21 CES donors.xlsx](#)

[Grant Agreement FY 2021 signed by FSU and MSAC.pdf](#)

[CES Nat Geo Event Reimagining Dinosaurs EVALUATION.pdf](#)

[CES Nat Geo Event Feats of Filmmaking EVALUATION.pdf](#)

[CES Nat Geo Event Mysterious Seas EVALUATION.pdf](#)

[CES Nat Geo Event Scientific Exposure EVALUATION.pdf](#)
[CES Nat Geo Event Women and Migration EVALUATION.pdf](#)
[Fall 20 Virtual Programming Survey results.xls](#)
[Nat Geo Live Reimagining Dinosaurs.xls](#)
[Nat Geo Live Mysterious Seas.xls](#)
[Nat Geo Live Scientific Exposure.xls](#)
[Nat Geo Live Women and Migration.xls](#)
[Nat Geo Live Feats of Filmmaking.xls](#)
[Social Media Massacre Evaluation results.xls](#)
[CES APRIL 2021 Newsletter.pdf](#)
[CES February 2021 Newsletter.pdf](#)
[CES Greg Latta St. Patricks Day Performance.pdf](#)
[CES July 2020 Newsletter.pdf](#)
[CES MARCH 2021 Newsletter.pdf](#)
[CES JUNE 2021 Newsletter.pdf](#)
[CES MAY 21 Newsletter.pdf](#)
[CES MSO Brown Beethoven June 6.pdf](#)
[CES MSO Brown Beethoven Student Promo.pdf](#)
[CES MSO Broadway.pdf](#)
[CES MSO Broadway Students.pdf](#)
[CES MSO Classical Prodigies PROMO.pdf](#)
[CES MSO Four Seasons Promo 2.pdf](#)
[CES MSO Holiday Concert 2020.pdf](#)
[CES MSO Four Seasons Promo.pdf](#)
[CES MSO Sharon Isbin.pdf](#)
[CES MSO Sharon Isbin - FSU Student.pdf](#)
[CES MSO Shostakovich PROMO.pdf](#)
[CES Nat Geo Event 1 Scientific Exposure.pdf](#)
[CES Nat Geo Event 4 Mysterious Seas.pdf](#)
[CES Nat Geo Event 2 Reimagining Dinosaurs.pdf](#)
[CES Nat Geo Event 5 Women and Migration.pdf](#)
[CES Newsletter August 2020.pdf](#)
[CES Newsletter July 2020.pdf](#)
[CES Newsletter January 2021.pdf](#)
[CES Newsletter October 2020.pdf](#)
[CES Newsletter December 2020.pdf](#)
[CES Newsletter November 2020.pdf](#)
[CES Newsletter September 2020.pdf](#)
[CES Press Release Greg Latta Celtic Concert.docx](#)
[CES NOVEMBER 2020 Newsletter.pdf](#)
[CES Press Release Kyshona Songwriting Workshop.docx](#)

[CES Press Release Step Afrika.docx](#)
[CES Press Release Social Media Massacre.docx](#)
[CES Press Releases National Geographic.docx](#)
[CES Press Releases MSO.docx](#)
[CES Social Media Massacre Promo.pdf](#)
[CES Step Afrika.pdf](#)
[Cultural Events Series Constant Contact Analysis 2020-21.docx](#)
[Maryland Symphony Orchestra presents Vivaldi's The Four Seasons 2.0.pdf](#)
[Maryland Symphony Orchestra presents Vivaldi's The Four Seasons .pdf](#)
[We the People Workshop.pdf](#)
[CES Reopening Notes.docx](#)
[Attendance Figures 20-21.xlsx](#)

Office of Gender Equity

Office of Gender Equity 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 updated Title IX Regulations
Goal 5: Build Partnerships with University Stakeholders

Start:

7/1/2020

Providing Department:

Office of Gender Equity

End:

6/30/2021

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

- Collaborate with UCDEI to provide trainings to faculty, staff and students.
- Review data and collaborate w UCDEI to host focus groups to 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 University Police, division and department heads in the identification of employees who are campus security authorities and maintain and up-to-date institution list of CSAs.
- Assist University Police in sending notification of reporting obligation to all campus security authorities.
- Maintain MOU with Family Crisis Resource Center.
- 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 SAFE Office on negotiation of new contract with Everfi.

- 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 '20 and Spring '21 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 sexual harassment training to employees within six months of the hire date
 - COMPLETE
- Administer online Clery training to all designated campus security authorities
 - COMPLETE.
- Administer online training regarding mandatory child abuse/neglect reporting to student-teachers
 - COMPLETE

1.3: Facilitate Gender Equity Awareness Campaigns, Events, and Marketing

- Meet with BURG organization to ensure consistent messaging in programs
 - COMPLETE
- Continue to produce monthly campus-wide digital and poster campaigns focusing on bystander behaviors, consent, reporting obligations, alcohol/drug amnesty, and confidential support resource
 - COMPLETE
- Work with task force and student organizations in developing robust program for Sexual Assault Awareness Month (April) and Domestic Violence Awareness Month (October)
 - COMPLETE
- Create information materials for student-teachers regarding mandatory child abuse/neglect reporting

- COMPLETE
- Create pre-departure pamphlet for study abroad students
 - COMPLETE

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

- Collaborate with UCDEI to provide trainings to faculty, staff and students.
 - ONGOING
- Review data and collaborate w UCDEI to host focus groups to determine programatic offerings to address areas of need and to also continue to bolster areas of identified strength.
 - COMPLETE

4.1: Ensure Compliance with the Office of Gender Equity Action Items

- Work with University Police, division and department heads in the identification of employees who are campus security authorities and maintain and up-to-date institution list of CSAs.
 - COMPLETE
- Assist University Police in sending notification of reporting obligation to all campus security authorities.
 - COMPLETE
- Maintain MOU with Family Crisis Resource Center.
 - COMPLETE
- 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

5.1: Facilitate Actions to Build Campus Partnerships

- Collaborate with Student Affairs and SAFE Office on negotiation of new contract with Everfi.
 - COMPLETE
- Collaborate with the Office of Student Affairs on the creation of materials for students attending Preview.
 - COMPLETE
- Collaborate with University Police and University Counsel on maintenance of MOU with local law enforcement.
 - COMPLETE

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 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 the Office of Gender Equity Action Items

- Revisions to the Federal Regulations regarding Title IX were monitored and the University Policy was updated accordingly.

Goal 5: Build Partnerships with University Stakeholders

- 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 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 2020 and Spring 2021, 100% of ORIE classes were provided direct in person or live virtual meeting 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 3/1/2021.

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

- Worked with UCDEI top provide six introductory Safe Zone trainings followed by additional online trainings for those interested in receiving full Safe Zone Certification.
- Worked with UCDEI to conduct 2 professional development workshops focused on increasing accessibility and inclusion for all within the campus community.
- Worked with UCDEI to conduct three focus groups to better understand the data provided by the survey.

Goal 4: Ensure Compliance with the Office of Gender Equity Action Items

- Worked with University Police, division and department heads in the identification of employees who are campus security authorities and maintain and up-to-date institution list of CSAs.
- Assisted University Police in sending notification of reporting obligation to all campus security authorities.
- Conducted annual review of policies, procedures, and practices and explore changes based on lessons learned, best practices, and any changes in legal mandates
- Attended conferences and/or training to satisfy Title IX Coordinator position requirements.

Goal 5: Build Partnerships with University Stakeholders

- Continue to look for grants and other funding opportunities
- Continue to represent stakeholders as a member of 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
2021 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 enrollment & 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:

7/1/2020

Providing Department:

Research and Sponsored Programs

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.1 Continually review and update OSP's website to provide accurate information and tools for proposal development, award management, and IRB and IACUC support.

1.2 Make available to the campus community either in-person or virtual educational and training opportunities related to proposal development and grant administration.

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 enrollment & retention, experiential learning, and faculty professional development.

3.1 Work with the division VP to identify and apply for funding opportunities that support regional economic development and community engagement.

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

1.1 Changes/updates made to OSP's website.

1.2 Number of in-person and/or virtual educational and training opportunities; number of individuals reached.

2.1 Subscription usage, resulting proposal applications.

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, 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 During FY 2021, OSP completed updating all its webpages - a process that began in FY 2020 with the review and redesign of its entire website. OSP plans to go through the process of reviewing its webpages for accuracy and relevance on an annual basis, as the webpage is a primary source of information when the campus community is searching for information related to grants, IRB and IACUC protocols, and internal funding available through the Faculty Development Committee. (See www.frostburg.edu/osp)

1.2 During FY 2021, OSP was unable to offer in-person trainings. However, 64 virtual meetings were held with members of the campus community to review topics related to proposal development, assist with budget creation, and provide post-award training related to grants administration. (Meetings/trainings were tracked using an Outlook calendar, so no supporting documentation has been uploaded.)

2.1 In March of 2020, OSP subscribed to a robust and cost-effective grant search database (GrantForward). The 2-year subscription cost was \$5,000, compared to the previous 1-year subscription to Foundation Directory Online at a cost of \$8,000.

During FY 2021, 18 additional user accounts were created, there were 82 visits to the website, and 481 searches conducted. This is a marked increase from the previous database, however, OSP is not aware of any proposal submissions that have resulted from using the GrantForward database.

2.2 The OSP received 41 IRB protocols and 4 IACUC protocols to process for review. Overall, 39 out of 41 (95%) IRB protocols and 4 out of 4 (100%) IACUC protocols were distributed for review within 1 business day. In addition, when OSP was notified by the IRB of review decisions, 38 out of 40 (95%) of applicants were notified within 1 business day. For the IACUC, 4 out of 4 (100%) were notified within 1 business day.

These turn around times are within OSP's expectations of at least 95% for IRB and IACUC protocols.

2.3.1 During FY 2021, a total of 50 proposals were submitted. Of these, 9 proposals (18%) involved activities to support enrollment and retention efforts; 26 proposals (52%) contained an experiential learning component; and 23 proposals (46%) provided funds for faculty professional development activities. In addition, 4 proposals (8%) supported faculty retention efforts.

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 During FY 2021, a total of 39 awards were received. Of these, 9 awards (23%) involved activities to support enrollment and retention efforts; 11 awards (28%) contained an experiential learning component; and 13 awards (33%) provided funds for faculty professional development activities. In addition, 6 awards (15%) supported faculty retention efforts.

OSP has met its goal of providing support to secure funding in support of enrollment and retention, experiential learning, and faculty professional development.

3.1.1 During FY 2021, a total of 50 proposals were submitted. Of these, 10 proposals (20%) were in support of economic development activities and 20 proposals (40%) provided for community engagement activities.

OSP has met its goal of providing support to submit proposals that support economic development and provide community engagement.

3.1.2 During FY 2021, a total of 39 awards were received. Of these, 10 awards (26%) provided funding to support economic development activities and 20 awards (51%) provided funding for community engagement activities.

OSP has met its goal of providing support to secure funding in support of economic development and community engagement.

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 The updated webpages have made it easier for OSP to direct individuals to requested information. OSP will continue to seek input from the campus community on material that can be provided to better assist with pre-award proposal development and post-award grant administration. OSP will also continue to partner with the IRB and IACUC committees to update and provide current information to the campus community related to IRB and IACUC protocols, and with the Faculty Development Committee to provide current information related to intramural funding opportunities for faculty.

1.2 OSP has found that virtual, small group or one-on-one training sessions are more desired than in-person group trainings. This is likely in large part due to the current environment and dealing with the COVID-19 pandemic. Going forward, OSP will work to create more structured

virtual trainings that can include larger groups, as well as provide access to online trainings that individuals can view as their schedule allows.

2.1 Although OSP is pleased with the usage of the GrantForward database, the fact that it has resulted in no proposal submissions is disappointing. Unless the usage results in significant proposal submissions during FY 2022, OSP will not renew its subscription of GrantForward and will research another opportunity database for the campus.

2.2 OSP will maintain the expectation of having at least 95% of protocol submissions having a 1 day turnaround time.

2.3 OSP will continue to support the submission of proposals and securing of external awards that provide funding for enrollment and retention, experiential learning, and faculty professional development. OSP will also continually seek to find new and better resources to support grant activity in these 3 areas.

3.1 OSP will continue to support the mission of its division related to the submission of proposals and securing of external awards that provide funding for economic development and community engagement.

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 monthly 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:

Attached Files

[2.1 Annual Report Support Database Usage.csv](#)

[2.3 and 3.1 Annual Report Support Awards.xlsx](#)

[2.2 Annual Report Support IRB & IACUC.xlsx](#)

[2.3 and 3.1 Annual Report Support Proposals.xlsx](#)

SBDC

New Departmental Annual Report Item

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 16 New Business Starts
Assist with \$10,486,243 in Capital Infusion
Assist 315 Clients
Support 621 jobs in the region

Start:

7/1/2020

Providing Department:

SBDC

End:

6/30/2021

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

Secondary goals
Number of clients counseled
Unique training attendees

Percent of clients achieving milestones
Client Satisfaction

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?:

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 had a staff member retire in August 2021 so there was a big gap in seeing clients. We have hired a replacement but it will take her some time to maximize her consulting time. Each county contributes funds for a consultant, so even if they cannot meet goals due to lack of population and interest in starting a business in the westernmost counties, we keep the positions. We have also offered to virtually consult clients across Maryland to assist busier regions with clients to meet overall goals.

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

Semi-Annual and Annual Reports

Evidence, artifacts, and or back up documentation:

Attached Files

[Performance Narrative Format Western Mid Year 2021.docx](#)

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 2021

Specify your Division/Department Goals Priorities.:

1. Provide quality services to assist students in their academic performance by decreasing and/or preventing absenteeism, while increasing retention by providing on-site treatment of common acute illnesses and 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 records, and utilization of website resources.
3. Provide opportunities for FSU students through experiential learning at the health center.

Start:

7/1/2020

Providing Department:

Brady Health Center

End:

6/30/2021

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 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 in emails, notifications on the website, attend all transfer orientations and use of new immunization compliance module.

1.3 Utilize all available supply of influenza vaccines for students, faculty, and staff. Increase appointment times available in health center for students requesting allergy injections on campus this school year.

2.1 Provide ability for new students to download immunization records through Patient Portal utilizing new compliance module.

3.1 At least 10 FSU students will observe or do 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: Covid-19 vaccine information/exemption requirement uploads will be documented/uploaded in PNC to meet compliance standards and reviewed by health center staff.

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: Number of Covid-19 vaccines and religious/medical exemptions uploaded in student portal.

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 2020: 0 international students and 0 visiting scholars. Covid-19 impacted travel and admission for international students. Spring 2021: 0 international students and 0 visiting scholars. Covid-19 impacted travel and admission for international students.

1.2: Fall 2020: 569 holds placed on student accounts compared to 376 holds placed in Fall 2019. Spring 2021: 58 holds placed on student accounts compared to 73 holds placed in Spring 2020. Immunization holds have significantly changed due to the requirement of Covid-19 vaccinations prior to arrival on campus.

1.3: 54% of 150 available influenza vaccine given on site at Brady Health Center.

2.1: To date, 4,831 Covid vaccine uploads and 360 religious/medical exemptions have been reviewed by health center staff.

3.1: One nursing student received 40 hours of clinical observation time recorded in the health center. No athletic training students completed observation hours during this time. Clinical rotations affected due to Covid-19 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?:

1. Focus for upcoming year:

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 intersession as well as ongoing communication is an integral part of completing this task.

1.2: Staff had an information table at fall Bobcat Welcome sessions and attended 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 2020, which was a month and half difference

from previous years. Placing Holds earlier on PAWS accounts made students' advisors 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: Influenza vaccine is offered by appointments 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: Nursing staff and office staff in the health center staff review and approve each immunization upload. This requires many hours including after hours to assure approval in a timely manner. Will continue to prepare for immunization uploads each semester as Covid-19 pandemic continues and students receive COVID booster vaccines.

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 Spring 2021 and COVID-19 prevented spring placements for nursing students. We are committed to fulfilling this priority during FY 22 if COVID-19 challenges begin to improve.

2. Resource Allocation:

The Brady Health Center will continue to utilize our Quality Improvement process to identify new goals and priorities that are consistent with our institutional mission. The challenges of the COVID-19 pandemic have significantly resulted in modification of services, such as Telehealth options, and made goal attainment difficult when quantifying results. Although some of our priorities were not actualized from a quantitative perspective, we remain committed to providing high quality health services utilizing a health services model that is informed by the American College Health Association, including the allocation of human and fiscal resources that are consistent with our institutional and service provider budgets.

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

Biweekly staff meetings; Teams group messaging and staff e-mail updates as needed; R&R meetings twice weekly, and reported at Brady Health Center Board of Directors meeting. 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:

Career & Professional Development Center

Career & Professional Development Annual Report FY 2021

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:

7/1/2020

Providing Department:

Career & Professional Development Center

End:

6/30/2021

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, Focus2, 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 Majors Fair, the Career and Internship Fair (Fall and Spring), 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 (145) 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.

1.2 LBST 201 Career & Professional Development was listed as an elective course for the Fall 2020 and Spring 2021 semester. 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. Sporadic remote working with students via email, MS Teams, and phone occurred in the fall 2020 semester which impacted our work.

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 2020-2021 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 fall 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.

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 on upcoming year:

Considerable human and fiscal resources will be devoted to career readiness initiatives and assisting students with relationship management platforms that serve to connect them with employer resources. Additionally, a renewed focus will be outreaching to academic departments and internship coordinators to create a seamless student experience. Following a retirement, the CPDC has transitioned its leadership model and will work on service efficiency and student connections.

2. Resource Allocation:

CPDC was formerly staffed with two directors and one administrative assistant. This year, the unit staffing will include one director, an associate director, and an administrative assistant. This

will result in two new personnel in the unit, so significant energies will be required for professional training, service delivery, and organizational culture.

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.

Evidence, artifacts, and or back up documentation:

Attached Files

[Course Syllabus LBST 201 Intro update 2020.docx](#)

[Pre-Test Questionnaire LBST 201.docx](#)

**Counseling and Psychological Services
Counseling & Psychological Services (CAPS) Annual
Report FY 2021**

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:

7/1/2020

Providing Department:

Counseling and Psychological Services

End:

6/30/2021

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 2021.

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 2021.

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 2021.

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 2021.

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 2021.

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: CAPS had 334 intake appointments during FY 2021. The average wait time for an intake was 4.79 days. We reached our goal/priority of five days and will continue to monitor this for FY 2022.

1.2: CAPS saw 342 unique clients. Clinically appropriate clients were provided with the option for an individual counseling appointment with an average of 10 business days after their initial intake appointment.

2.1: CAPS periodically reviews the accreditation standards according to IACS and indicates no reported breaches of confidentiality during FY 2021. CAPS passed an IACS audit of our policies and procedures. 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, so CAPS has remained in compliance with this standard. During FY 2021, CAPS maintained at least 4 full-time licensed clinicians. A part-time licensed clinician was available part of the year.

3.1 & 3.2: According to Titanium data, 52.3% of students attended 1-5 appointment; 20.8% attended 6-10 appointments; 10.5% attended 11-15 appointments; 5.3% attended 16 to 20 appointments; and 11.1% attended 21 or more appointments. The average number of sessions per client was 8.85; however, 12.3% of students only attended one appointment. The average age of students utilizing services was 21.69 (mode = 20 yo). A total of 105 crisis intervention sessions were held. One (1) student was transported from CAPS for emergency evaluation at the hospital and 227 psychiatric appointments occurred

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 continue to be happy with the UPMC Western Maryland model of services. When asked "CAPS staff were friendly, courteous, and respectful during scheduling, check-in, and check-out process," 93.4% strongly agreed and 5.9% agreed. When asked, "I found value in the counseling services provided by the therapist," 80.56%

strongly agreed and 11.81% agreed. Satisfaction data regarding psychiatric services suggested that 68.06% strongly agreed they found them to be valuable and 11.81% agreed with this statement (15.97% were not applicable). Additionally, 76.39% of students strongly agreed and 18.75% agreed that their needs were met through the service delivery of CAPS. Psychiatric services were not consistently available due to the abrupt resignation of a provider. Back up providers are being put into place for FY 2021 to help alleviate any gaps in service in the future.

2. Our public private partnership with UPMC will continue to 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 offer the option of 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 2021 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

[AppointmentStatistics20-21.pdf](#)

[MonthlyStatistics20-21.pdf](#)

[IntakeWaitTime20-21.pdf](#)

[Satisfaction survey Aug 1,20- May 31,21 \(1\).pdf](#)

Diversity, Equity, & Inclusion

Diversity, Equity, & Inclusion Annual Report FY 2021

Specify your Division/Department Goals Priorities.:

1. Provide diversity, equity, and inclusion education for students
2. Support the success of marginalized students and underrepresented faculty and staff through mentoring and ongoing programming
3. Increase campus awareness of the resources and services available from the Office of Diversity, Equity, and Inclusion

Start:

7/1/2020

Providing Department:

Diversity, Equity, & Inclusion

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.1 The ODEI will provide online educational and training opportunities for faculty, student and staff such as Safe Zone training, microaggressions and biases workshops

2.1 Increase visibility and accessibility of black faculty and staff to provide additional support for diverse student organizations.

2.2 Provide leadership training and support for student organization leaders.

3.1 Create an online monthly ODEI newsletter, facilitate bi-weekly "Times Talk" dialogues for students, faculty and staff.

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

1.1 Attendance and marketing records

2.1 Number of events held and numbers of black faculty/ staff attending

2.2 Attendance at retreat.

3.1 Number of newsletters produced, number of "Times Talk" sessions and number of participants

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
- 2.1 Number of eligible individuals identified, number of sessions held, percentage participating
- 2.2 Number of students engaged and number of organizations represented.
- 3.1 Review informal feedback on the newsletters, number of Times Talk dialogues held and number of participants

What were the results?:

1.1 The ODEI, in collaboration with the Gender Equity Office offered a total of four (4) Safe Zone Introductory Workshops during fall semester with 87 participants and two (2) during the spring semester with 30 participants. As a result of the introductory workshops, 60 participants indicated an interest in completing the training through participation in selected LinkedIn Learning workshops and a Spectrum "What We Need You to Know" workshop. To date, 30% of those individuals have completed the training and received a completion certificate to display in their office. The 53 members of the Student Affairs division participated in a virtual workshop on Microaggressions and Biases. An online DEI program for first-year students, Brave and Bold Dialogues, was piloted with a completion rate of about 50%.

2.1 Three virtual sessions were held for black faculty and staff to discuss ways to support BIPOC students and each other. There were 31 individuals identified as working on the FSU campus. 58% of those identified participated in at least one of the three sessions. Participants were encouraged to sign up for mentoring. Five (5) mentoring pairs were formed.

2.2 A leadership development mini-retreat was offered to the executive board members of the following student organizations: Black Student Alliance (BSA), Caribbean Student Association (CSA) Latin American Student Organization (LASO), National Association for the Advancement of Colored People (NAACP), National Council of Negro Women (NCNW) and Spectrum (LGBTQ)- all organizations directly advised or support by the ODEI. Each of the organizations had at least one (1) member attending this virtual event. Additionally, three (3) advisers attended for a total of 14 participants. Due to the unusual circumstances of trying to run an organization virtually, many of the organizations struggled to maintain visibility and membership. Monthly meetings were held for each organization throughout the academic year to provide advise, support and encouragement.

3.1 There were five (5) editions of the newsletter distributed through email to the entire campus. These were well received based on feedback from faculty/staff. Students did not respond as well and offered suggestions for improvement. The Times Talk series was held bi-weekly with an

average attendance of 12. Some of the topics covered were racial justice, women's issues, LGBTQ+ issues, etc.

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. All shifts in programming were in responses to limitations faced with COVID-19. The use of more virtual programming proved to be cost and time effective and will continue to be utilized even when the pandemic is over.
2. We will work with the Center for Academic Advisement and Retention to roll-out the Brave and Bold Dialogues, online program as a University requirement for all first-year students with a projected completion rate of 85%.

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

The Office of 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.

Evidence, artifacts, and or back up documentation:

Attached Files

[Completion Certificate.pdf](#)

[DEI Invite Letter - Frostburg State.docx](#)

[Diversity, Equity and Inclusion News, 3.pdf](#)

Residence Life

Residence Life Annual Report FY 2021

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:

7/1/2020

Providing Department:

Residence Life

End:

6/30/2021

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: [Community Standards Policy Statements](#) were disseminated to all students during September 2020 and February 2021 under the leadership of the Dean of Students.

1.2: Below are the program numbers from the 2020-2021 academic year. Due to COVID, we suspended our normal categories and did virtual, passive, or in-person events.

Virtual Programs: 109

Passive Programs: 75

In-Person Programs: 17

Total Programs: 201

1.3: During the 2020-2021 academic year, 226 residential students were documented for 111 policy violations. Of those violations, 220 were found "responsible" and 6 were found "not responsible" through the administrative hearing process. Policy violators found "responsible" were issued 518 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 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, 1993 work orders were submitted for the Residence Halls during the 2020/2021 academic year. (Facilities and RLO Work Orders attached). According to the data, 1556 work orders went to Physical Plant of those 1411 were cleared as "complete or closed," for a 90.6% clearance rate; 51 work order reports were either marked as "declined, duplicate, held, or voided" (3% of work orders); and 97 work order reports were marked as "work in progress or need more information" (6.2% of work orders). 125 work orders were processed by Residence Life and sent to Mac Gray for washer and dryer repair. Residential Maintenance received 312 work orders, were cleared as "complete", one (1) was marked "void," and one (1) was marked duplicate.

2.2: According to data found in the 2020/2021 Occupancy Report (attached), Residence Life began the 2020-2021 academic year with 1201 available beds in ten (10) residence halls. After census, 1079 beds were student-occupied, with 122 vacant beds (90% occupancy rate). In Spring 2020/2021, after census, 882 beds were student-occupied, with 319 vacant beds (73% occupancy rate). Due to COVID restrictions all rooms in the residence halls were converted to single rooms. During the Spring of 2021, 102 students with all online classes were released from their housing contracts and finish the academic year at home.

2.3: According to data found in Notifii, the package processing software, the student mail room processed 16,506 packages during the 2020-2021 academic year with the busiest month being September 2020 with 3212 packages. The number of packages students receive on campus has been increasing over the last few years.

3.1: Residence Life partnered with several stakeholders during the 2020-2021 academic year.

40 Honors students were housed in Frost Hall.

35 Echostars students were housed in Gray Hall.

89 student-athletes were housed in Frederick, Annapolis, Brownsville, and Westminster Halls.

3.2: Staff training was held virtually in both August 2020 and January 2021 due to social distancing requirements. A version of RLO's professional development day for graduating RAs was held virtually during January 2021 training; non-graduating RAs had the opportunity to participate in Mental Health First Aid training or TIPS training.

In the Spring 2021 semester, a new professional development initiative was started for the Hall Director staff. The Hall Director staff participated in a monthly Diversity, Equity, and Inclusion book club. The staff read *Evicted: Poverty and Profit in the American City* by Matthew Desmond. The staff discussed the book and how they could apply what they were learning to their work in residence life. The book club was a big success, and it is scheduled to continue during the 2021-2022 academic year.

Six graduate and post-graduate Hall Directors were hired at the beginning of 2020-2021 academic year. Two undergraduate Assistant Hall Directors were also hired to support the supervision of larger communities. All eight staff members were kept on staff for the entire academic year. The Residence Life Intern position was discontinued at the end of the 2020-2021 academic year, and thus the two Residence Life Interns were not able to continue in their role for the 2021-2022 academic year. Three graduate Hall Directors and one undergraduate Assistant Hall Director graduated in Spring 2021. The three non-graduating staff members were invited back to staff for the 2021-2022 academic year.

55 RAs were hired at the start of the Fall 2020 semester. 49 RAs were on staff for the Spring 2021 semester.

At the end of the Fall 2020 semester, 1 RA transferred to another institution and 5 RAs graduated in December 2020. 8 RAs decided to leave the RA position for personal reasons. 1 RA passed away unexpectedly in September of 2020. 1 RA was terminated from the position for violating departmental policies.

10 new RAs were hired at the start of the Spring 2021 semester. The remaining open positions were left vacant. No staff members were terminated during the Spring 2021 semester.

15 RAs graduated at the end of the Spring 2021 semester. Out of 34 eligible RAs, 31 RAs applied to return to the RA role for the 2021-2022 academic year. Additionally, 5 RAs who had left the role for personal reasons applied to return to the role for the 2021-2022 academic year.

COVID-19 did impact RLO's recruitment processes. Despite the lack of in-person engagement with residents during the 2019-2020 academic year, 39 students applied to be RAs for the 2021-2022 academic year. RLO also hired three new Graduate Resident Directors and three new undergraduate Assistant Resident Directors for the 2021-2022 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. During the 2020/2021 academic year RLO converted all rooms into single rooms and converted many lounges in the halls into single rooms to accommodate the needs of students for the Fall semester. Move-in was stretched over six (6) days so the halls would not be congested with students and their family members. All events were changed to virtual, including staff training in August and January. Everyone was also required to wear a mask inside the residence halls, which impacted RA and student engagement. The lack of engagement with the RA's and having to interview with RA candidates virtually impacted our recruitment numbers, which were low. RLO tabled the idea of creating special interest housing for Nursing and education majors.

2. RLO was able to move forward with hiring two Resident Directors for the 2021/2022 academic year. The hiring process was started in May of 2021. The full-time professional staff will replace the previous Residence Life Interns. During the summer of 2020 the triple rooms on campus were converted to double rooms and the furniture that was removed replaced older furniture in other residence halls.

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

[Mailroom Report.pdf](#)

[RA Training Booklet \(2\).pdf](#)

[Training Booklets S21 - New RA Training.pdf](#)

[Training Booklets S21 - RAs.pdf](#)

[Work Orders Facilities.xls](#)

[Work Orders RLO.xlsx](#)

[hall occupancy 2020.2021.xlsx](#)

[Brownsville ethernet activation Fall 20.pdf](#)

Civic Engagement

Civic Engagement Annual Report 2020-2021

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:

7/1/2020

Providing Department:

Civic Engagement

End:

6/30/2021

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. 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 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, due to the COVID pandemic, we adjusted our series to ensure our programs continued to have an impact on students, the campus, and the local community through a virtual environment.

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.

We revamped our Town Hall series to adopt to the online COVID environment and moved to a new format of hosting three significant special guests/panel open dialogue sessions moderated by Tim Magrath, Executive Director of the J. Glenn Beall Jr. Institute for Public Affairs. This past year we focused our sessions on the fall leading up to the national elections. Senator Cardin opened our first session, followed by a special panel of political/governmental/educators leaders including alumni Fabian Seaton and R.J. Castor, as well as professor Dr. Davis Lewis from USM. Our third guest was Sam Novey, founder of TURBOVOTE and MILE 22, nonprofits focused on election participation and public policy.

Collectively we reached over 130 participants in our Town Hall series this past year.

Global Civic Leaders

The Steering Committee was committed to keeping this program moving forward, despite the challenges presented to us by the pandemic and COVID-19. It took the bulk of the fall and early spring semesters to rebuild and refocus momentum, however the efforts to launch this program were successful.

After rebuilding and repositioning recruiting efforts in the fall we began efforts in earnest in the spring with 24 student leaders recruited as FSU Global Civic Leaders, far exceeding our expectations for student participation. Student participants were selected from an application process managed by our Steering Committee including William Mandicott, Joan Andorfer, Tim Magrath, Tom Bowling, & Patrick O'Brien. Students were required to fulfill a host of program requirements and attend special meetings, including a summer (July 7, 2021) online gathering as efforts were underway to facilitate planning for the Fall 2021 semester. The highlight of our training efforts included a special dialogue with alumnus Justin Van Fleet, Ph.D., President of *Theirworld* and Executive Director of Global Business Coalition for Education, international nonprofit organizations. We look forward Dr. Van Fleet serving as our alumnus/international advisor to our Global Civic Leaders. Students are working this summer to research and develop program proposals which will be solidified this fall and put into action during the 2021-22 academic year. Through this program we issued 16 stipends for participation, with a few of our students opting not to apply for the stipend.

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, and faculty-staff partnerships including multiple guest speakers and presenters.

FSU is an active participant/member of the ADP, NSLVE, Ask Every Student, and the All in Democracy Challenge.

Voter Engagement Plan & Election Efforts

Our voter engagement committee was reconvened this year to assist with voter engagement, registration, and education. The group consisted of representatives from the Allegany County Elections Board, the J. Glenn Beall Institute for Public Service, the Women's Action Coalition, the Office of Civic Engagement, Student Affairs, the NAACP, and student representation including the Student Government Association, the Student Athletic Advisory Committee and three paid student voter engagement ambassadors. Due to COVID, many of our original plans were altered to accommodate University policy. The committee was essential in providing input for these changes.

National Voter Registration Day was hosted outdoors and included handouts to register online. Voter engagement ambassadors also hosted online office hours via TEAMS to assist students in their voting needs. Due to the online nature of the semester, additional efforts were put into a social media election campaign with efforts from a student intern. This included information about voter education events like town halls and times talks, a voter education week campaign, information about early and mail in voting, and more.

The week of the election, due to increased covid cases on campus, the University moved to online learning. To ensure students still had access to voting, in partnership with SafeRide, the number of vans utilized for our Election Shuttle to Mountain Ridge was doubled to allow for no more than two riders per van. In total, 73 students utilized the shuttle and a total of 256 individuals that voted provisionally at the Mountain Ridge Polling location. While this number was not all FSU students, it is a good indicator of our student turnout as they tend to be the majority of provisional voters. This number is down from the 2016 election but this was expected as we had an increased number of students vote early and by mail. One of the poll workers informed the office that she had students coming down to Cumberland to early vote as well.

Times Talk Thursdays & NYT Subscription

The New York Times "Times Talk" dialogue series targeting students, faculty and staff was expanded beyond our regular offerings to include additional talks focused on diversity, equity, and inclusion, hosted by the Center for Diversity, Equity, and Inclusion. All sessions were conducted online and overall, we hosted twenty-two (22) Times Talks with over 200 students, faculty, and staff attendees.

The NYT online subscription program continues to serve as integral resources for not only this program but for all students, faculty and staff who have access to free subscription annually. In fact, Student, faculty, and staff clearly appreciate the availability of this subscription as evidenced by its use with almost 105,000 articles retrieved from September 2018 through March 2021, an average of 3,385 per month, making it the most used online resource offered by the Ort Library (see attached report).

The program is intended for students, faculty and staff to come together bi-weekly 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. During the spring semester, Dr. Elesha Ruminiski incorporated the program into her leadership studies course.

Constitution Day Activities

Due to COVID, Constitution Day Activities focused around the library displays as well as promotion of virtual activities. The Ort Library hosted a display on the 3rd floor and handed out pocket constitutions. Virtual activities included: Constitution 101: The Constitutional Convention, Constitution Day: Virtual Student Town Hall with Justice Neil M. Gorsuch, The 2020 Liberty Medal Ceremony – Ruth Bader Ginsburg, and Times Talk Thursday – The 19th Amendment & Voting Today.

Bus trip to Maryland's State Capitol

The annual bus trip to Annapolis was cancelled for obvious COVID-19 reasons including university policies and the State Capitol halting its hosting of groups. Plans are to return next spring 2022.

1.2: The 2020-2021 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 that was funded by the FSU Foundation. For Fall 2020, this scholarship was only available to Team Leaders but for spring 2021 OCE was able to expand the scope and offer RisingSTARS and ECHOSTARS scholarship money as well.
- 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. OCE also added the use of Qualtrics to better track data. The ECHOSTARS were able to use Qualtrics to create sign in/out links to minimize the need for shared sign in sheets and pens. Every project had a link/QR code so students could scan the QR code to "clock in" and "clock out" at the beginning and end of site and projects.
- University retention for last year's program from freshmen to sophomore was calculated at 83% compared to 76% for all first-time freshmen.
- 2020-2021 members served 2378.25 verified hours (437.25 training; 1941.00 direct). The year started off slow due to Covid restrictions but we were still able to host site virtually with Braddock, Mt. Savage, Washington, and Westmar middle schools. 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. Unfortunately, most members did not earn more than 50% of their hours but OCE has the option to exit members for a partial award if they earn at least 15% of their award. In total, the EHOSTARS enrolled 39 members. 26 (67%) members earned at least a partial award and 1 member earned their full award.

- This year the members served at multiple special projects from August 2020-May 2021. This number is low because many of our community partners were not able to host their annual events. Two projects to highlight include the Lamppost Scraping and John Humbird STEAM Saturdays. In October 2020, the EHOSTARS partnered with the City of Frostburg on a lamppost beautification project. For many years, the city has wanted to scrape and repaint the lampposts around town. The EHOSTARS spent several weeks scraping and painting well over 100 lampposts on Main Street. The EHOSTARS also partnered with John Humbird to host STEAM projects with John Humbird Elementary school students 10 Saturdays through the 2020-2021 year. The Team Leaders worked with John Humbird staff to plan STEAM activities, worked together to prepare them, and then ran the projects virtually with John Humbird students. While attendance from the elementary school students was never about 10 or 12 students, those who attended provided very positive feedback and OCE staff are intending to partner again to move the program to in-person for the upcoming year.

Recruitment

- Recruitment efforts for the EHOSTARS program moved online as part of the Universities COVID Orientation program. While this concept limited the exposure of the EHOSTARS program to first-year students, the program was able to successfully recruit enough members for a successful year.
- The Associate Director held virtual information sessions and one on one meetings with new members.
- As part of this process the Associate Director and Director for OCE acted as academic advisors for all of the incoming EHOSTARS.

Due to COVID, OCE staff struggled to engage the EHOSTARS like normal. Students were not able to attend site, class, or special projects so did not feel as connected to the program. For this reason, End of the Year evaluation numbers are lower than normal. With the program moving back to more normal operations, we anticipate numbers to rise again.

1.3: Volunteerism and service recruitment and programming on campus:

- 2,248 students volunteered for a total of 4,473.2 hours
- Sites/Opportunities included painting at Hoffman Park, John Humbird online Saturday STEM events, and the PAWS Pantry.
- Relay for Life underwent drastic changes this year due to COVID-19. ACS On-Campus (formerly Colleges Against Cancer) was able to host a hybrid event. Performers and Committee members live streamed the event from the LUC ARMAH so that students could still participate in Relay For Life and watch live performances. The event goal of \$5,000 was adjusted to a stretch goal of

\$7,500 when the original goal was met the day before the event. In total, the event raised over \$8,600.

- Beautify the Burg was able to be hosted again in spring 2021. OCE staff worked with the city to ensure all protocols (masking, social distancing) were in place. Lunches were delivered to volunteer sites throughout the morning instead of bringing everyone together for lunch and the FSU President and Mayor drove around to sites to thank volunteers. Throughout the year, student volunteers participated in projects that are traditionally done at Beautify the Burg. This made it possible to host more events and projects while keeping volunteer group numbers small. Projects include: lamppost scraping, sidewalk sweeping, and painting the Hoffman Park Amphitheatre.
- In November 2020, individuals/groups/teams/on-campus departments donated 88 Thanksgiving Baskets totaling 2493 pounds and \$2,270 in gift cards. 20 baskets went to the Interfaith Food Pantry and the remaining went to the Western Maryland Food Bank. In addition, Frostburg United Methodist Church donated 15 baskets to students who were staying in town over break.

The Alternative Spring Break trip to Houston, TX was cancelled for March 2021 due to COVID

1.4: PAWS Pantry:

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 2020-2021 academic year, the Pantry distributed 6115.1 pounds of food. During that timeframe, the pantry was utilized 465 times by 115 individuals. OCE staff believe the pantry was not utilized as much as previous semesters due to many students moving to fully online (not being in Frostburg) and resident hall kitchens being closed. In total, the pantry has distributed 35,802.4 pounds of food. The pantry has been utilized 3601 times and over 800 students have signed up for the pantry.

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. Due to Covid, the freezers have not been installed but should be installed during the fall 2021 semester.

In March 2020, the pantry transitioned to a pre-packed bag style pantry to adhere to CDC safety guidelines. In spring 2021, the pantry moved back to offering a shopping experience but asked students to schedule an appointment using Microsoft Bookings to limit how many people were in the pantry at a given time. The pantry saw a slight increase in usage when students were permitted to shop again.

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. All trainings were held virtually this year. Team Leaders and RisingSTARS trainings include: Roles vs. Responsibilities, Running an Effective Meeting (Team Leaders only), Issues Faced by Western Maryland, Time Management/Asking for Help, and Reflection and Goal/Setting. All members (Team Leaders, RisingSTARS, and ECHOSTARS) attend trainings on: 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.

3.1 The success of the National Service Program will be based on enrollment rates, retention rates, Performance Measure outcomes, and sustainability.

ASTAR:

Synopsis of accomplishments

A majority of the accomplishments set by ACMs and partnering agencies this year related to regional programs, partnering sites, and AmeriCorps members all pulling together during a pandemic and getting things done! All of the partners were forced to align and redirect all activities and outreach during the last year and a half. It was amazing to see each unique partner make the necessary changes, adapt to daily changes and provide the support and assistance needed to each AmeriCorps member allowing them to utilize their knowledge in technology, adapting to virtual models and have a successful and meaningful year of service.

Member hours: 38,837 hours were completed and approved this year

Number of members serving: 113 members served

Retention Rate Calculation for 2020 was 84.1% with 113 slots filled and 18 receiving awards

Pounds of food donated/purchased through donations: 10,160.11 pounds

Estimated number of people assisted:

PALS (Promoting Awareness of Literacy Skills) = At least 2,000 school-aged children have received services through the 42 ACMs with the PALS programs. These children range from elementary to middle school and are across the western Maryland region.

Special Olympics served 645 participants virtually and 406 in-person.

Major Programs:

- **Unified Champion Schools:** Unified Champion Schools is a program that promotes student-led inclusive school communities. Through engaging activities, students were challenged to consider themselves as change agents for more equitable school communities.
- **School Sports (September 2020):** As school sports returned in the fall for small groups, SOMD Unified Sports were able to take place. The ACM assisted with coach trainings and staffing practices to ensure protocol was followed.

- **Inclusive Schools Week (November 2020):** Held virtually, the ACM coordinated activities for students of all ages including: Virtual coloring pages, inclusion pledges, and Virtual School BINGO.
- **Inclusive Youth Leadership Summit (March 2021):** Designed for high schoolers of all abilities, the virtual Youth Leadership Summit welcomed students from across the state, including our Western Maryland School systems and had them take part in activities to better understand their leadership styles, how to run effective meetings, inclusion and inclusive language, public speaking, and project planning. Veronica led sessions on public speaking and inclusive school communities, engaging students in meaningful discussion and fun activities.
- **Spread the Word: Inclusion Day (March 2021):** Formerly “Spread the Word to End the Word,” Spread the Word: Inclusion challenges students and staff to commit to more inclusive words and actions. The ACM led our campaign, coordinating t-shirt sales, online pledges, and many other activities.
- **Maryland Unified® MOVE Challenge (April-June, 2021)-** For the Unified Champion Schools programs, Special Olympics Maryland offered a virtual fitness challenge--- tracking minutes of physical activity in teams of students with and without disabilities. State-wide, 25 schools participated and over 200 students participated, with 6 coming from Western Maryland. The winners were the team from Southern Garrett Middle School who clocked over **26,000 minutes** of physical activity!
- **Banner Recognition Program- Twin Ridge Elementary School:** The ACM led efforts with Twin Ridge Elementary School in their work to become a National Banner School (the Special Olympics equivalent of the National Blue Ribbon School). They completed their site visit and have been named a National Banner Recognition Program. They will be one of 2 National Banner schools in Western Maryland and the only elementary school with this honor in the state.
- **Virtual MOVEment:** With so many in-person programs cancelled, Special Olympics Maryland was able to start Virtual MOVEment, an online health, fitness, and sports program for SOMD athletes. Through this platform, the ACM led fitness challenges, group fitness classes, and helping with healthy cooking demonstrations, providing direct service and health education to our athletes.

Community Sports: Working with Volunteer Leadership, the ACM helped coordinate the following sports seasons in their respective counties. Following strict return to play protocol, the ACM ensured athletes and coaches participating were able to enjoy the sports they love in the safest possible environment.

Spring Sports Season (April-June, 2021): The most exciting part of our 2020-2021 year was the return of Summer Games. Offering Swimming, Bocce, Cheerleading, Track and Field, and Softball Skills, athletes from Garrett, Allegany, Washington, and Frederick County competed safely in our first major event back since March 2020.

Special Olympics could not be prouder of the 2nd year ACM’s creativity. Through the service and connections the ACM made Special Olympics was able to start a brand new disc golf program in Washington County and a new fitness club in Allegany.

Evergreen Heritage Center’s Elementary Editable programming served 2,008 students vs 907 last year. In the area of Earth Science, 551 students received virtual or video programming in the first

reporting period with an additional 615 scheduled and implemented for the second half (total 1166 students). Arts in the Schools supported 647 students with the assistance of the ACM developing and delivering individual supply kits for students. Additionally, through a virtual video-based program for 4th graders 640 students participated. A newer partnership in Allegany and Washington Counties yielded programming through video with students related to sustainable programming. Three programs were delivered to 260 children; the Bumble Bee Buddy program was only delivered to Washington county due to closures and reached 300 children this year. The germination program is in development for future programming. Evergreen and the ACMs serving there were exceptional in the turnaround from in person to virtual. Thankfully, the school system was able to adapt to using the virtual fieldtrips. Although, the conversion to virtual was challenging the program was still able to reach the schools, the students and expand to new school and partnerships. It is important to note that the technology in western Maryland is definitely not up to par and that there were many areas that the internet was unavailable. Packets were distributed by Evergreen to the schools to accommodate students.

GCHD was able to serve 32 students in virtual after school programming with the ACM developing a virtual program that allowed the students to make their own instrument. The ACM did reach out in the community when able to assist with COVID educational outreach. Once a system was in place the ACM was able to incorporate programming into virtual settings. The ACM developed virtual music and arts programs for children of various ages. The ability to convert programs to virtual, especially programs designed to be hands on, was challenging the ACM took the challenge and was extremely successful.

Trout Unlimited

The ACM's efforts proved extremely valuable in expanding Trout Unlimited's (TU) program efficiency, effectiveness, and in increasing the scale of our footprint in Western Maryland. The ACM excelled and was able to adapt to rapid changes in program goals stemming from COVID. The efforts relate to 3 main actions that TU prioritizes in western Maryland. All efforts are designed to improve aquatic habitat conditions and watershed health while informing and including the public.

Community and volunteer engagement

COVID dramatically reduced the ability to incorporate volunteer events into our restoration strategy. Even still the ACM was able to host several tree planting events involving 34 Frostburg State University students and Frostburg city residents. Volunteers contributed 243 hours toward tree plantings. TU with the lead of the ACM had planned to exceed 100 volunteers engaged, but all remaining events were cancelled because of high rates of COVID in western Maryland.

Restoration monitoring and tree planting implementation

Due to COVID, the ACM was unable to lead most of the planned events so the focus of the ACM efforts switched to monitoring of the completed conservation projects and starting to

implement new programs for the future. For example, the ACM planted over 1,500 bareroot seedlings and potted stock trees at 10 restoration sites in Garrett and Allegany counties without the assistance of volunteers. She also assisted in monitoring aquatic insect populations at 10 sites in the Savage, Casselman, and Wills Creek watersheds. Additional water quality monitoring was headed by the ACM at 4 sites in the Sand Spring Run, Wolf Den Run, and the Savage River watersheds. The ACM also assisted partner organizations in their monitoring needs as well. Projects included monitoring hellbender populations in the Casselman watershed, freshwater mussel populations in the Town Creek watershed, fish populations in the Savage, Casselman, and Wills Creek watersheds. Over ten sites were monitored with the assistance of the ACM during a time when volunteers were not able to assist in these critical projects.

The ACM also played an integral role in organizing and analyzing spatial data regarding brook trout populations in western Maryland. The ACM developed and authored a story map using the data provided by Maryland DNT.

Beacon House

ACM supported the Beacon House virtually this period. During this time, the ACM helped in the research of additional programming and support for the STEAM Works and Beacon of Health programs. Although the service was virtual, the ACM hit the ground running from day one and never stopped engaging the community. Programs, events and partnerships included: Collaborations with Hood College and the Nation Science Foundation for Washington and Frederick County teachers to develop lesson plans and robotic kits to be borrowed for use in and out of the classroom. Assisted in the support efforts through United Way of Washington County and the Community Foundation making the necessary connections and laying down the framework for Beacon House programming and support. Research to support development of Fostering a Family program (temporary housing for homeless families in Hagerstown) under BEACONS of Health program. Researched and proposed a socio-emotional learning assessment to be implemented in Fall 2021 for STEAM Works program student learning data collection. Researched and supported student learning assessments for STEAM Works program, development of student portfolios to demonstrate learning aligned with MSDE learning standards (Next Generation Science Standards, MSDE Math and ELA, computer science standards). Supported GOSV in MRC statewide COVID-19 program ,15-member team registered over 800 volunteers and returned over 2,500 emails for MD Responds. All registered volunteers are state level and can be deployed to support county vaccine rollout and support any future health related missions in the future.

Promoting After School Literacy Services with 24 partnering host sites

Due to the impact of COVID on the ACMs and the host sites a formal report was not produced. However, below are highlights related to the ACMs participation and focus on classroom management, engaging students in instruction and motivating students to enjoy learning. The ACMs were able to show growth in effectiveness, efficiency and quality of service throughout the year.

ACMs focused on three (3) tasks in their placements and there were:

- Task #1: **Classroom management**
- Task #2: **Engage students in instruction**

- **Task #3: Motivate students to enjoy learning**

After reading the program evaluations and meeting with the mentors, the supervisor was able to confirm that the ACMs created innovative lessons to reach students both online and in person. Within those lessons, they implemented engaging online teaching strategies such as gamification. ACMs incorporated breakout rooms to support small group instruction and further developed techniques to connect, manage, and motivate the students. Learning in an online environment is different from learning in a face-to-face environment. The ACMs were up for the challenge and their mentors embraced their risk-taking skills. The mentors were learning alongside the ACMs and they both appreciated working together toward a common goal- student success. This was a very challenging year; we can all agree with that. We can also all agree that the impact of the ACMs was positive, inspiring, and greatly appreciated by the mentors.

PAWS

FSU PAWS Pantry was hit hard by the COVID 19 Pandemic. With the university shutting down for a while then going virtual, PAWS reduced its hours in order to meet the requirements of the university and the state. PAWS remained open on a modified schedule in order to be available for the students who resided on campus and in the community during this time. Food drops were limited as the need was not as large and the volunteer capacity was minimal. The ACM served on a modified schedule as state restrictions and the university being virtual did not allow for the member to maintain the normal schedule.

ECHOSTARS

The pandemic was particularly challenging for the ECHOSTARS as they reside on campus, take identified classes together and serve together. All three parts of this equation were modified or cancelled due to COVID19. With that said, when and where possible the ECHOSTARS were out serving in the community. They served in the food pantry, outreach events, Frostburg community clean ups, MVP youth event, virtual engagement sessions with local schools, tree planting, Hope Station, Relay for Life, Beautify the Burg and senior calls set up throughout Maryland led by the Health Department. With the primary focus of the ACMs with the ECHOSTARS is to be serving in after school programs and with projects in the community this population of ACMs faced a serious challenge to meet the contracted hours. No after school programs were taking place and community events and programs were shut down. The supervisor tried to provide additional outreach opportunities, but once the students had the opportunity to return/stay home to complete the semester virtually (which was strongly encouraged for safety by the university), it was nearly impossible to provide quality or monitored opportunities to serve even without the pandemic and shutdown.

Final-Output: G3-3.4 Organizational Capacity

MSY Target 15

MSY Actual 10.50

Member Target 17

Member Actual 12

PM Statement Number of organizations that received capacity building services

Target Value 8

Actual Value 9

Status Met

Comments 9 sites received capacity building service through 12 ACMs..

Final-End Outcome: G3-3.10A: Organizational Capacity Building

MSY Target 15

MSY Actual 10.50

**Member
Target** 17

**Member
Actual** 12

**PM
Statement** Number of organizations that increase their efficiency, effectiveness, and/or program reach

Target Value 8

Actual Value 9

Status Met

Comments 8 of the 9 organizations receiving capacity building reported increased services. The 1 who didn't responded it was due to COVID

Final-Output: G3-3.4: Organizational Support MT

MSY Target 24

MSY Actual 21.37

Member Target 115

Member Actual 101

PM Statement Number of organizations that received capacity building services

Target Value 17

Actual Value 27

Status Met

Comments 27 organizations received capacity building service using MT ACMs

Final-End Outcome: G3-3.10A: Organizational Support MT

MSY Target 34

MSY Actual 21.37

**Member
Target** 115

**Member
Actual** 101

**PM
Statement** Number of organizations that increase their efficiency, effectiveness, and/or program reach

Target Value 17

Actual Value 29

Status Met

Comments 26 of the 29 organizations reported an increase in at least 1 of the categories of efficiency, effectiveness and/or program reach. 3 programs did not report

COAT:

The COAT program had successful impacts on the individuals it served throughout the year. The COAT member at AHEC West utilized social media to disseminate information about resources to the community as well as programming taking place surrounding the opioid epidemic. This member also helped to create a Peer Recovery network that has continued beyond her service in which Peer Recovery Specialist can share resources, stories, and be a part of a community that is helping to impact the community and the opioid crisis in positive ways. Members at the Asian American Center of Frederick focused on COVID related programming. This including the Community Food Drop, a monthly food assistance program, that provides fresh produce, canned goods, milk, juice, breads and other items to community members in need and included delivery to elderly in the area. The AACF members also took part in diaper drives as part of the Child Health Program helping low-income families with diapers and formula. Members also assisted with Community Vaccination Canvassing and pop-up clinics to help

increase COVID testing and vaccinations in the community with the bilingual ACMs making a significant impact on non-english speaking individuals. During these COVID related events, AACF members also set up outreach and information focused on drug prevention, tobacco use and opioid abuse education. While the program struggled to implement programs that were appropriate to implement pre and post knowledge based tests, the program was able to document its reach to 416 middle school aged students through the Botvin life skills program that two of the half time members at FSU helped present over the course of multiple days. Of those that took part in the training, due to absences 127 were documented as taking both the pre and posttest and of those 43 showed increased knowledge from a set of questions that focused on the impacts of substance use on the body. While these questions were used for the performance measures, the programs reach went beyond drug and substance abuse and discussed mental health, anxiety, and ways to combat peer pressure.

The COAT program had three sites, each with one site supervisor designated as the point of contact for ACMs. Site Supervisors interact with members regularly and engage in biweekly meetings with ACMs. Members and/or their supervisors submit timesheets to the COAT Program Management Specialist on a biweekly basis. Hours are submitted and logged into an excel workbook to track the completion of the hours for all ACMs. The Program Management Specialist conducted site visits both in person and virtually due to COVID-19. The PMS had regular contact with members and met in person or virtually often on top of the regularly scheduled visits.

B1. Success #1

Members at the Asian American Center of Frederick served with multiple programs supporting community members during the COVID pandemic. These events included the community food drop, a Diaper Drive, and community vaccination canvassing and pop up clinics.

B2. Success #2

FSU ACMs partnered with the ROTA program to implement Botvin Life skills to middle and high school students in Allegany County focusing on educating individuals on about substance use as well as resistance techniques to utilize against peer pressure.

B3. Success #3

Despite losing many of our partnering sites due to COVID issues, the Program management specialist was able to find new partnering agencies and engage ACMs in opioid related service as well as multiple programs that supported the community in general.

Success Comments

N/A

C1. Biggest Challenge #1

The pandemic resulted in many of our partnering sites not hosting members as planned due to

uncertainty as well as their operations being shifted and decisions to not take on additional staff, volunteers, and ACMs.

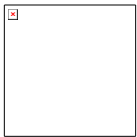
C2. Biggest Challenge #2

Planning and implementing programming in a virtual environment was a challenge for ACMs especially in regards to collecting pre and post testing documentation for performance measures.

C3. Biggest Challenge #3

COVID restrictions limited the opportunities for members to serve with a focus on the opioid epidemic as well as obtain their hours on a regular basis.

Steps to Overcome Challenges



COAT staff worked to recruit new sites for the year including working with the GOSV to offer HT members at no cost to sites. The PMS worked with site partners to set up appropriate additional service opportunities for members and met with ACMs on a regular basis to ensure they knew of upcoming opportunities and were effectively working toward their goal of completing their hours. While many of the service focused around the opioid crisis was not conducive to pre and post testing, the PMS worked to ensure some of the members were able to take part in implementing the Botvin life skills program to local middle and high school students. These members were able to engage children about substance abuse in ways the program has not been able to do before while obtaining PM data.

Progress Performance Measure:									
Action	Progress Performance Measures Name	MSY Target	MSY Actual	Member Target	Member Actual	PM Statement	Target Value	Actual Value	Status Comments
Edit	Final-Output: H4A: Access to Care; Opioid Resource Education	6	3.48	17	11	Number of individuals served	850	416	Unmet While the program struggled to implement programs that were appropriate to implement pre and post knowledge based

									tests, the program was able to document its reach to 416 middle school aged students through
									While the program struggled to implement programs that were appropriate to implement pre and post
Edit	Final-End Outcome: H17: Access to Care; Opioid Resource Education	6	3.48	17	11	Number of individuals with increased health knowledge	680	43	Unmet knowledge based tests, the program was able to document its reach to 416 middle school aged students through

This year, members continued to serve and make strides in drug related issues in a year that where it was difficult to have the in person interaction that truly makes an impact on those struggling with opioid addiction. When these opportunities weren't available, members stepped up to assist their community in COVID related issues and continued to spread information about opioid resources through social media, pamphlets, and more. While the COVID pandemic had a major impact on the COAT program, we have seen an increase in programs and efforts in western Maryland to combat the opioid epidemic. While the COAT program is ending, we will see its impact on the community for years to come. COAT brought individuals together for a common purpose and often times those individuals were directly impacted by opioids and even struggled with addiction themselves. While the program ends, our first full-time AmeriCorps member who came to us when he was in recovery, continues to work on this issue as a full-time employee working directly with individuals in recovery. Our original Program Management Specialist continues this work through the MD Extension office and the ROTA program still partnering with agencies she encountered while with the program, and one of our most recent ACMs has been hired full-time by AHEC West to continue the efforts that she began, and have become sustainable in the year of her service. While COAT may be ending, Frostburg State University will continue to support AmeriCorps and the community in the fight against opioid addiction and efforts to spread awareness and resources to those in need.

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.

- A STAR! completed a recompetete grant application for the 2021-2022 grant cycle to begin August 15, 2021
- A STAR! grant year 2019-20 was awarded 795,590 and 2020-2021 awarded \$822,562
- The COAT Grant totaled \$122,006 for the 2020-2021 year
- Received \$2,500 from the FSUF grant to support the ECHOSTARS leadership program
- Received \$1,750 from the FSUF grant to support voter engagement initiatives including the hiring of 3 student voter engagement ambassadors.
- Received \$4,000 from the FSUF to support the Global Civic Leaders program and Civic Engagement
- Due to COVID we rolled over the \$5,000 from the FSUF Foundation Opportunity Grants for Alternative Breaks
- Due to COVID we rolled over the \$2,500 from the FSUF grant to support freezers for the PAWS Pantry.

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 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 has taken a toll on the program. 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.

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, 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

[2020-2021 Volunteer Tracker.xlsx](#)

[ES End of Year Program Evaluation Summary.xlsx](#)

[Paws Pantry Distributed Lbs of Food.xlsx](#)

[ASTAR 2020 - Progress - Final.pdf](#)

[Online Voter Registration Report 2020 - Frostburg State University.docx](#)

[Voter Friendly Campus Designation End-Of-Year Report - Frostburg State University 2021.pdf](#)

[Frostburg State University - NSLVE Report 2020-002072.pdf](#)

[Campus Voter Engagement Plan - Frostburg State University.pdf](#)

[Conquering Opioid Abuse Together 2020 - Progress - Final.pdf](#)

Lane University Center

Lane University Center Annual Report - 2020 - 2021

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:

7/1/2020

Providing Department:

Lane University Center

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), the LUC will deliver 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), the LUC will deliver 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 through 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, 2020 - June 30, 2021), 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

SCI Goal 4, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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 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

SCI Goal 4, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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 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?:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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)

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- The results were assessed through a comparative analysis compared against the last assessment year's quantitative data.
 - Quantitative Data

What were the results?:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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 39 student staff who worked a combined total of 11,012 hours and 12 minutes. This is a statistically significant decrease when compared to the last assessment period's 65 student staff who worked a combined total of 14,239 hours and 56 minutes which can be directly attributed to the COVID pandemic and bureaucratic controls put in place by the Vice President for Administration and Finance.
- 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 programs, 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. Regrettably, due to the COVID pandemic, in-house training was not possible during this assessment period as in-person training was not permitted as part of our risk mitigation strategies.
- 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 candidates for their 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 periodic student staff meetings based on the topics that student employees self-identified as areas in need of development via the assessments. Additionally, the results of these assessments provided information used in the revision of the Virtual Training and Development Program.
- As a result of the assessment efforts conducted during this assessment period, significant revisions continue to be 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. Inevitably student employment was impacted due to bureaucratic controls implemented by the Vice President for Administration and Finance which significantly hindered the student employment experience in the Lane University Center and on campus. Significant human resources had to be reallocated to meet the monthly approval process for employing student employees; resources that were not planned for nor budgeted for. This resulted in statistically significantly 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, 2020 - June 30, 2021), the LUC will deliver 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 which was further exemplified by the COVID pandemic and travel restrictions. Even facing this budgetary challenge, we were able to provide meaningful and engaging professional development opportunities to staff through online engagement, webinars, and the sharing of articles and professional development-related materials electronically.
- Additionally, 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, and various webinars and online learning experiences.

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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 that 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.
- 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 workload decreased the professional staff availability, and in general, more human resources were required to complete tasks that previously were obtained with more ease.
- During the assessment period (July 1, 2020 - June 30, 2021), the Lane University Center saw 263,159 visitors to the facility compared to an attendance last year of 421,922. This represents an increase of 38% decrease from last year's visitor count. There is a direct correlation between the number of faculty/staff/students on campus, their comfort with visiting public locations to being a direct result of the COVID pandemic.
- In terms of meeting venue usage, this year the Lane University Center saw 754 bookings for meeting venues. This data indicates a lower number of reservations when compared to the last assessment period's count of 3,099 which can be attributed to a number of causes all directly related to the COVID pandemic. Mitigation strategies were put in place for this assessment period which dramatically, and negatively, affected the number of scheduled reservations including the prohibition on Lobby Tables, Fairs, In-Person student organization meetings, in-person department meetings, etc. Statistically speaking, had the COVID pandemic not been a factor, the total number of reservations during the assessment period was on track to exceed last year's 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, 10,504 patrons utilized the Game Room, compared to 7,398 patrons last fiscal year. It is of significance to note that this was the first full assessment period with the use of electronic and automatic traffic counting systems, representing a 98% accuracy rate for attendance counts. When compared to the previous assessment period, this count does seem to indicate an increased usage of the Game Room when compared to the last fiscal year even with the capacity and usage restrictions in place for the assessment period.
- We can extrapolate that we were on track to significantly exceed the utilization of the Game Room for this assessment period had the capacity restrictions not been in place.
- With regard to the Game Room, our assessment which is historically administered via a kiosk in the Game Room was suspended as a COVID mitigation strategy. As a result, these data points were not available for this assessment period.

- 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.

Fitness Center:

- During the assessment period, the LUC AstraZeneca Fitness Center saw 11,251 visitors, a marked increase of 126% from the last assessment period's count of 4,974 visitors. This can be attributed to a combination of increased marketing of the area through digital signage, social media, and email communications as well as the fact that capacity limits were in place in the PE Center. Had capacity limits not been in place for the LUC's fitness center, it is reasonable to infer that our traffic counts for this assessment period would likely have been higher.
- As was the case with the Game Room, our assessment which is historically administered via a kiosk in the Fitness Center was suspended as a COVID mitigation strategy. As a result, these data points were not available for this assessment period.
- As with the previous assessment report, funding has still not been allocated for the operation, upkeep, 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. Additionally, our Reservations Office Assistants were tasked with maintaining the area once per hour during the 9:00 am – 5:00 pm timeframe, a 100% increase in staffing attention for this timeframe. 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 Lane University Center's Student Employment Experience Program. Specifically, with regard to fiscal resources, reallocation of \$2,000 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 Vice President for Administration and Finance.

SCI Goal 4, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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.

- In terms of meeting venue usage, this year the Lane University Center saw 754 bookings for meeting venues. This data indicates a lower number of reservations when compared to the last assessment period's count of 3,099 which can be attributed to a number of causes all directly related to the COVID pandemic. Mitigation strategies were put in place for this assessment period which dramatically, and negatively, affected the number of scheduled reservations including the prohibition on Lobby Tables, Fairs, In-Person student organization meetings, in-

person department meetings, etc. Statistically speaking, had the COVID pandemic not been a factor, 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 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 \$2,400 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 \$6,096.31 in staff labor (hourly wages) due to the continued use of this software platform. 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.
- One positive outcome from the COVID pandemic was the need for the LUC to provide live-streaming options for historically large-scale events. Through purchases made during the previous fiscal year, this assessment period saw the implementation of a built-in live-stream system including two PTZ cameras in the Alice R. Manicur Assembly Hall. During this assessment period, this system was used 30 times, allowing us to provide these historically large-scale events to the campus population in a safe manner during the pandemic.
- 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 (62.05), a 2.5% increase from the last assessment period.
- The post-event assessment also indicated that a vast majority of respondents (91.67%) believed that the LUC provided excellent service in making a reservation as well as (91.67%) strongly agreeing that excellent follow through was provided with event requests, both representing increases from the previous assessment period.

SCI Goal 4, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2020 - June 30, 2021), 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 2020 - 2021 fiscal year, the Lane University Center actively engaged in pursuing external funding sources. During this assessment period, \$22,434.59 in facility fees and service charges were billed compared to \$89,253.27 during the previous assessment period, representing a decrease that can be directly attributed to the COVID pandemic and mitigation strategies noted earlier in this annual report. The revenue generated is used to offset personnel costs and to provide minimal support to the overall operations of the Lane University Center. As with previous years, this number continues to decrease in terms of the revenue possibilities due to continued increases in the 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. Coupled with the prohibition of external users for campus space, revenues suffered dramatically compared to normal pre-pandemic assessment periods.

- 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 \$21,550 in funding being received to support the operation. 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, regrettably, the Lane University Center did not receive a Frostburg State University Foundation Opportunity Grant requested 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 as compared to the replacement costs of the item in question, the repair cost by performing these repairs in-house resulted in a 67.7% savings compared to the replacement costs for total savings of \$5,320.59 compared to the previous assessment period's savings of \$3,334.08.
- While not of our own volition, significant cost savings estimated at \$65,000 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 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), the LUC will deliver 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 development of the operation as a whole. While fiscal resources may limit the number of conferences attended, this is a critical component of staff development and fiscal resources will be reallocated to allow for these professional development opportunities. Increased reliance will be placed on existing programs and services, such as LinkedIn Learning and ACUI Webinars. 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 that 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, 2020 - June 30, 2021), 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 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), 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, 2020 - June 30, 2021), the plan has been referenced at various stages in the development, implementation, and during the results gathering 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

[Chart-2021-07-14.pdf](#)
[Copy of Federal Workstudy Payroll 2021.xlsx](#)
[Fall 2020 Vimeo Analytics.png](#)
[Fitness Center Table-2021-07-14 \(1\).pdf](#)
[Fitness Center Chart-2021-07-14 \(1\).pdf](#)
[LUC Annual Report 2020 - 2021.docx](#)
[LUC-Event-Survey-2020-2021.pdf](#)
[Game Room Table-2021-07-14 \(1\).pdf](#)
[payroll_20210725.csv](#)
[RE Financials.pdf](#)
[Resource Statistics.pdf](#)
[Game Room Chart-2021-07-14 \(1\).pdf](#)
[Room Statistics.pdf](#)
[Table-2021-07-14.pdf](#)
[Tech Equipment Cost Savings FY 2021.xlsx](#)

Student Life

Student Life Annual Report 2020-2021

Specify your Division/Department Goals Priorities.:

Student Affairs

1. Develop programs and services to engage students and provide opportunities for experiential learning and leadership.
2. Facilitate the successful recruitment, transition, and retention of students by providing guidance, knowledge and access to experiences, programs and services.
3. Create a safe, inclusive, and supportive campus community to foster student growth and education.
4. Provide facilities, technology, and services, which enhance student's educational experience.
5. Provide campus environments that foster student wellness and development.
6. Recruit, develop, and support employees who are well prepared to meet the increasingly complex challenges that face today's students.

Student and Community Involvement

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.

Student Life

SCI Goal 1, Student Life Action Priority 1: Student Life will develop and implement a comprehensive programming series for the 2020-2021 academic year that includes programming from the University Programming Council, Fraternity & Sorority Life, Leadership and the office.

SCI Goal 2, Student Life Action Priority 2: Student Life will increase the usage of Bobcat Connect in 2020-2021 by ten percent throughout the academic year.

SCI Goal 1, Student Life Action Priority 3: Fraternity and Sorority Life, an area under Student Life will implement a plan for Sorority Life recruitment for 2020-2021.

Start:

7/1/2020

Providing Department:

Student Life

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Student Life

SCI Goal 1, Student Life Action Priority 1: Student Life will develop and implement a comprehensive programming series for the 2020-2021 academic year that includes

programming from the University Programming Council, Fraternity & Sorority Life, Leadership and the office.

SCI Goal 4, Student Life Action Priority 2: Student Life will increase the usage of Bobcat Connect in 2020-2021 by ten percent throughout the academic year.

SCI Goal 1, Student Life Action Priority 3: Fraternity and Sorority Life, an area under Student Life will implement a plan for Sorority Life recruitment for 2020-2021.

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

SCI Goal 1, Student Life Action Priority 1:

- Collect data on number of programming and attendance at programs

SCI Goal 4, SAFSL Action Priority 2

- Collect data on number of users and features utilized
- Collect data on number of training offered

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

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

SCI Goal 1, Student Life Action Priority 1:

- Collect data on number of programming and attendance at programs

SCI Goal 4, SAFSL Action Priority 2

- Collect data on number of users and features utilized
- Collect data on number of training offered

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

What were the results?:

SCI Goal 1, Student Life Action Priority 1 :

This year was year of programming during the Covid-19 pandemic. Although there were restriction on event polices and procedures the office of Student Life was able to still provide life outside of the classroom. Several of our traditional large scale events such as Late at Lane and Dance were not offered due to the pandemic. Based on attendance this year's most popular events included the Staycation, Lunch on the Lawn, Probates, Bingo Nights, and Make and Takes.

We were able to electronically assess students after the Staycation event that lasted a full week to get an understanding of programming from Staycation as well as programming in general. The survey had 108 responses. A little over 65% of the responses were students who lived on campus. Based on those responses students would like to see more events on campus, events that incorporate food and prizes. Students were able happy that we we were able to offer safe events during the pandemic.

Collect data on number of programming and attendance at program

The University Programming Council had a good year of programming despite the Covid-19 pandemic. The Council was able to do both in-person programs as well as virtual programs. This year the Council planned and implemented 54 programs which is 10 more than last year. The total attendance was 6056 patrons which is higher than last years total by 2558. The average patron at each event was 112.1 patrons.

Fraternity and Sorority also continued to program during the pandemic. Outside of meetings, collectively FSL sponsored 150 campus wide events. Although the average per event was only 21.6, FSL had over 70 plus students attend Sorority Open House, Delta Celebration Event, Zeta Celebration Event, and the Iota Celebration Event.

The main Office which is comprised of Professional Staff and our Programming Assistant Team offered a variety of events outside of the programing council with an emphasis on student organization and FSL development, professional development and leadership. Some of those events included co-sponsoring Step Afrika and a National Geographic series with CES, Grab and Go Etiquette Dinner, Grab and Go Around the World Dinner, and the Bobcat Challenge which encouraged students to be healthy through outdoor activities. There were a total of 37 events with an average total of 69.6 per event.

SCI Goal 1, Student Life Action Priority 2

Collect data on number of users and features utilized

Based on the Bobcat Connect report data provided by the software system it was reported that the total amount of "involved users" this year was 2150. During the time period of July 1, 2020-June 20, 2021 there were 130, 941 page views and majority of users used their mobile devices to get on to Bobcat Connect followed by desktops. The highest usage on BC was in March. There were a total 125 total organizations registered on Bobcat Connect compared to 166 from 2 years ago. Organization leaders are using Bobcat Connect to register their organizations and post

events. There were a total of 222 events posted in the 2020-2021 academic year. We offered two (2) training opportunities last year. We did decrease the amount of features on Bobcat Connect as a cost saving measure since they were not heavily used features. The features that were removed include the following: finances, integration with EMS, and the co-curricular transcript. The build application/forms feature continues to be used by the Lane University Center, Student Life, Residence Life, SCI Marketing team, and this year the President's Leadership Circle.

SCI Goal 1, SAFSL Action Priority 3

There are 3 NPC sororities that participate in a minimally structured recruitment process each fall term. Sorority Recruitment is open to all students including 1st semester 1st year students. 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 Life continued with restrictions due to the pandemic.

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 17 women completing the minimally structured recruitment period. The 17 women that completed fall recruitment is higher than last years' recruitment class.

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

SCI Goal 1, Student Life Action Priority 1

The University Programming Council will continue its training program for the fall 2021 in order to prepare the staff so that they will be able to effectively manage and create quality programs in

the most professional manner. The staff will include 1st year students as we get back to training staff so that the organization continues to grow and develop. The goal in the 2021-2022 academic year is to increase the amount of programming now that things seem to be getting better. This year the programming council will continue with the NYC trip, ARMAH themed events, Spring Fest, and more Make and Takes events. Popular programs such as Tunes at Noon, and games shows will increase as well. With an increase in attendance in past comedy series, concert series and Breakfast Bingo, resources from the current structure will be diverted to support these initiatives for students. Consistent assessment after events and focus groups for students to share their ideas will continue to take place.

Additional resources will not be added to the Council at this time.

Leadership programming and additional co-curricular programming will be offered to students from the office through the use of our Programming Assistants. Events like trips to Broadway shows and etiquette dinners will increase for students. Past leadership events such as the President's Leadership Circle, Leadership Retreat, Sloop, and the Awards ceremony will continue to happen.

Some additional funding will be diverted to these programs but the pursuit of grants and collaborations with other areas on campus will increase.

SCI Goal 4, SAGL Action Priority 4

The office of Student Life will continue to host BC trainings at the beginning of each semester. Presenting Bobcat Connect will also increase in the orientation classes. All organizational president meetings will highlight a feature or component of Bobcat Connect.

Although presenting does not cost additional funding for Bobcat Connect, the office is hoping to find creative ways to train others to help increase buy in for the product.

SCI Goal 1, SAFSL Action Priority 2

While the sororities were able to increase their membership by two (2) students, the office would like to see more students come out and be a part of the recruitment process. More marketing will go into the recruitment process in this year as well as allow first semester students to join sororities. The goal is also to have the members in the sororities be more visible on campus at campus events.

There will be no additional funding for recruitment this year outside of marketing.

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 areas as well as to the Student 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

[Attendance Numbers 20-21 - Copy.xlsx](#)

[BC events-advertisements posted.pdf](#)

[bid day reflections fall 2020.pdf](#)

[Bobcat Connect Analytics.pdf](#)

[Staycation Survey Results.docx](#)

**Student Conduct & Community Standards
Student Conduct and Community Standards FY 2021
Annual Report**

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:

7/1/2020

Providing Department:

Student Conduct & Community Standards

End:

6/30/2021

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 2020-2021 academic year; 124 were documented as information only (non-actionable) and 516 incidents were adjudicated through 295 administrative hearings and one judicial panel hearings; 54 hearings were held in absentia” students and 167 were repeat policy violators; 536 students were found “responsible” for 656 violations of University policy; 43 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). The average time for disposition letters was 1.2 days.

1.2: [Community Standards Policy Statements](#) were updated during July and August 2020 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; 524 students (100%) had an opportunity to “due process” during Administrative Hearings and nine (6) 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, 516 students were sanctioned to 1,724 sanctions through the student conduct system; 412 students (72%) were sanctioned to online educational modules; 116 students received disciplinary reprimands; 108 students were placed on disciplinary probation; 281 students were issued a judicial fine; 16 students were placed on disciplinary suspension. According to data from our post-hearing survey, 87% of students reported having the “opportunity to be heard” during the hearing, 76% indicated they “learned something from the experience,” and 66% advised they were “satisfied with the outcome of the hearing”.

3.1: Judicial Panel member training did not happen formally this year as the online learning environment limited staff availability to meet on campus.

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 ongoing. New patterns of behaviors often emerge in the off-campus environment that requires consideration of policy modifications each year. Last year saw a marked increase in the number of students referred for academic dishonesty, so this will be a focus in the upcoming academic year

Resource allocation:

Human and fiscal resources were reallocated during FY 2021 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 2022 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 2022.

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 at the 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:

Substance Abuse Facts & Education (SAFE Center) Substance Abuse Facts & Education (SAFE) Annual Report FY 2021

Specify your Division/Department Goals Priorities.:

SAFE Office Mission:

Frostburg State University's SAFE Office is committed to challenging alcohol and other drug use and providing quality prevention services to all faculty, staff and students in the FSU Community. The ATOD Prevention Center is primarily responsible for coordinating these efforts and strives to implement services with integrity, honesty, fairness along with the understanding that all participants are treated with equality, compassion and respect. The center staff and volunteers take pride in their work and seek excellence in their prevention activities. Each staff member and volunteer is required to carefully read, understand and sign the prevention standards manual of Frostburg State University.

As a nationally recognized and certified student organization, the BURG Peer Education Network's mission is to provide leadership preparation and volunteerism through experiential learning and education. Our comprehensive prevention approach includes evidence-based educational programming, late night recreational events, bystander care intervention strategies, and social media outreach initiatives encouraging FSU students to make healthy choices and live active lifestyles. The network fosters a spirit of collaboration which creates a culturally enriched campus community. By embracing positive change, this proactive group of student advocates, are instrumental in promoting wellness, inclusion, and leadership resulting in FSU students becoming more informed and productive members of society.

Strategic Goals:

Goal 1: Engage student peer educators in the experiential learning process, which will develop and enhance the quality of educational programming.

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

Goal 3: Deliver a purposeful peer education experience for students to engage, develop and

grow through each phase of their journey at Frostburg State University.

Goal 4: Create an environment of wellness, safety, respect and compassion to cultivate healthy change and increase morale.

Goal 5: Promote activities that demonstrate the universities mission to collaborate with our community and regional prevention efforts.

Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

Start:

7/1/2020

Providing Department:

Substance Abuse Facts & Education (SAFE Center)

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Action Priorities for 2020-21

1.1: Provide expertise in the development and coordination of ATOD education and prevention activities on campus as evidenced by advising and mentoring the BURG Peer Education Network throughout the academic year.

1.2: The SAFE Director will provide training and leadership in facilitating the implementation of at least fifty (50) BURG Peer Educational programs in the 2019-20 academic year.

2.1: BURG Peer Educators will attend and present at the Regional BACCHUS NASPA Conference during the academic year.

3.1: The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least twenty (20) peer educators in the fall 2019 semester.

3.2: The SAFE Director will facilitate a peer education institute training in the 2019-20 academic year.

4.1: Coordinate environmental strategies to effectively promote no-risk to low-risk consumption of alcohol as evidenced by a reduction in high-risk consumption among students.

5.1: Maintain positive relationships with Western Maryland Prevention Coordinators, provide ATOD support and training to smaller institutions in the area, and serve as a resource center to the University and surrounding community for prevention initiatives throughout the academic year.

6.1: Strengthen efforts to challenge misperceptions of students regarding patterns of alcohol use on and off campus as evidenced by disseminating social norming posters in the 2019-20 academic year.

6.2: Coordinate the implementation of Frostburg State University alcohol prevention efforts as measured by maintaining consistency in the prevention messages promoted by various offices

and departments throughout the academic year.

7.1: The SAFE Director will provide screening and intervention for high-risk alcohol and marijuana users as measured by the number of Basic Screening Intervention (BSI) referrals from the Office of Student Conduct & Community Standards.

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

EverFi's AlcoholEdu data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys have informed our work.

The SAFE Director continues to use CORE Data and ACHA Data in social norming efforts.

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

The following assessments were completed during the academic year:

EverFi's AlcoholEdu data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys have informed our work including peer ed satisfaction survey.

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?:

1) Impact on Operations: outcome data and assessment information from FY 2021 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2022.

Focus for 2021-22 Unit Plan

Goal 1: Engage student peer educators in the experiential learning process, which will develop and enhance the quality of educational programming.

- * Peer education network will recruit 10 new students to begin rebuilding network
- Peer Educators will conduct 40 educational programs by May 15, 2022
- Peer Educators will conduct at least 6 focus groups by May 15, 2022.
- Two peer educators will attend the NASPA/BACCHUS General Assembly.

- Peer Educators will implement three recruiting events in the 2021-2022 academic year
- Ten students will receive facilitation skill building training at the Fall Institute, October 2021.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2022.
- Peer Educators will conduct six information tables throughout the 2021-2022 academic year

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

- Ten students will attend the fall institute training by October, 2021.
- Twenty-five students will attend the spring institute training by March, 2022.
- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2022.
- Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2022)
- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2021-22 academic year.
- The network will increase network meetings with key stakeholders throughout the 2021-22 academic year.
- Conduct one CPE trainings and nationally certify ten new students.

Goal 3: Deliver a purposeful peer education experience for students to engage, develop and grow through each phase of their journey at Frostburg State University.

- Fifteen new freshmen students will be recruited during the 2021-22 Academic year.
- Four leadership peer educators will assist the BURG advisor facilitate 2021-22 Institutes.
- Peer educator satisfaction surveys will be completed twice in the 2021-22 academic year.
- All peer educators will meet with the advisor at least once in the academic year or on as needed basis.
- The BURG Peer Education Network Alumni association will take a more active role in the area of mentoring, training and other engagement activities.
- BURG Leadership Team members will monitor freshman academic progress throughout 2021-22 academic year.

Goal 4: Create an environment of wellness, safety, respect and compassion to cultivate healthy change and increase morale.

- Continue the frostBURG Cares campaign throughout the 2021-22 academic year
- Encourage athletes, greeks and other engaged student organizations to take ownership to the frostBURG Cares Campaign by May, 2022.
- Continue to provide high quality edutainment programs addressing topics like: Alcohol, Tobacco, Other Drugs, Nutrition, Body Image, Eating Disorders, Stress, Relationships, Sexual Assault, Sexual Health and Mental Health.
- Specifically create 8 educational programs through video/social media by May 2022.
- Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
- Replace updated smoke-free campus signs and window stickers by August 15, 2021.
- Coordinate environmental strategies through the Prevention Team to effectively promote no-risk to low-risk consumption of alcohol; whereby, avoiding the potential negative consequences of high-risk consumption.
- Peer Educators will develop a new program addressing POST COVID Norms and anxiety.

- Peer Educators will co-sponsor a Spring Festival by May 10, 2022.
- Peer Educators will present bystander care intervention programs to one-hundred students in the 2021-2022 academic year

Goal 5: Promote activities that demonstrate the universities mission to collaborate with our community and regional prevention efforts.

- Peer educators will plan and implement at least two community service projects throughout the 2021-22 academic year.
- Continue assisting Mountain Ridge High School After-Prom Event
- Revitalize the Frostburg Community Coalition
- Continue to provide technological support and resources to regional community colleges.
- Continue networking with the Western Maryland Prevention Coordinator Network
- Providing continued support to the local high school SADD and SHOP Organizations.
- Providing educational pamphlets, incentive items and other prevention awareness activities to Western Maryland Community Groups.
- Support local opioid recovery action groups in community
- Train two students in BASICS model
- Prevention Center Director will host three conference calls with the other ATOD Prevention Center Director's

*Prevention Center will host three meetings with the Maryland Collaborative.

- Prevention Center Director will disseminate ATOD materials to 1200 FSU Students/Parents during summer preview, June, 2022.

Goal 6: Enhance the quality of the social norms campaign and continue challenging the misperceptions around student alcohol, tobacco and other drug use.

- Increase the number of posters from Fifteen to twenty throughout the 2021-22 academic year.
- Implement the FSU factoid campaign in the 2021-22 academic year.
- Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
- Expose faculty members to the social norms messages by twenty percent in the 2021-22 academic year.
- Display all twenty posters on the FSU digital signs throughout the 2021-22 academic year.
- Disseminate 300 social norming posters in the 2021-22 Academic Year.
- Strengthen the social marketing campaign to challenge misperceptions of students regarding patterns of alcohol use on and off campus.

Goal 7: Educate students about responsible choices and decision making regarding substance using behavior.

- Peer educators will conduct 40 educational programs throughout the 2021-22 academic year.
- The peer education network will conduct three awareness campaigns throughout the 2021-22 academic year.
- The peer education network will continue to work with late@lane and promote healthy choice messages.
- The peer education network will continue to partner with other student organizations throughout the 2021-22 academic year.
- The network will disseminate over 5,000 incentive items in the 2020-21 academic year.
- Continue to enforce opioid education policy to new students in the 2021-22 academic year.

- Prevention Center Director will increase outreach efforts to students in recovery by five percent in the 2021-22 academic year
- Provide support for screening of high risk marijuana users.
- The Prevention Center Director will provide BSI sessions to 20 students during the 2021-22 academic year
- Conduct one CPE training and nationally certify ten new students in 2021-22

2) Resource Allocation:

The Substance Abuse Facts & Education office, as well as the BURG Peer Education Network are funded in full by the Maryland Department of Health & Mental Hygiene and managed by the Office of population Health Improvement. The office has one full time Director position and has recently hired a part time administrative Assistant. The office could benefit from another full time prevention assistant position. Future consideration should be given to the University's funding formula as these positions are critical to our compliance with the federal Drug-free Schools and Campus Regulations.

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

The FY 2021 Annual Report from the SAFE Office was also provided to our funding source (OPHI) as well as the Vice President for Student Affairs and other key stakeholders from the Frostburg Community Coalition. Additionally, information is shared with the Division of Student Affairs at two annual meetings in August and January. Information and data regarding student health, safety, and well-being are discussed at weekly BURG Leadership Team meetings as the utilization of evidenced-based strategies are critical to the success of prevention programs. Student substance abuse data, as well as other health data, are often used in social norming campaigns to correct the normative misperceptions that students often hold regarding behaviors.

Evidence, artifacts, and or back up documentation:

Attached Files

[2015 Frostburg State University Core Data 2015.pdf](#)

[2015 Frostburg State University Core Data Exec Report.pdf](#)

[NCHA-II SPRING 2019 FSU Survey Summary.pdf](#)

[Frostburg University Interagency Agreement Scope of WorkFY22.docx](#)

[PeerEdSurveySpring21.pdf](#)

[MD-CAS 2020 Full school report FSU v1.pptx](#)

[FSUATODFY22 Budget.xlsx](#)

[Frostburg Impact Reports 2019-2020.pdf](#)

[Peer Education Satisfaction Survey 2020.docx](#)

[Peer Education Knowledge and Skill Survey 2020.docx](#)

[MD-CAS Pre-liminary Report 2021.pdf](#)

[Frostburg State University Prescription Drug Impact Report pdf.html](#)

[MHPE 2021 Outcomes Report.pdf](#)

[MHPE Feedback Survey Data -.xlsx](#)

[Frostburg State University Alcohol Impact Report 21 pdf](#)

Veterans Services

Veterans Center Annual Report FY 2021

Specify your Division/Department Goals Priorities.:

1.1 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:

7/1/2020

Providing Department:

Veterans Services

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

1.1 The Veterans Center will facilitate the 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.

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 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 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 Measurement of the increase in number of members in the SVA.

1.2 Number of students being inducted into the honor society and numbers of students that move up the tiers of membership in SALUTE.

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 Maryland College Collaboration for Veterans Services Commission Annual Report to Annapolis.

3.1 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. Number of membership SVA, SALUTE Inductions, and student sign-ins.
2. Department of Veterans Affairs Reporting (VAONCE).
3. Survey results.
4. Number of students participating & number of community service hours.

What were the results?:

1.1 Twenty (20) Individuals join SVA. SVA met once a month either in-person or virtual thru Microsoft Teams.

1.2 Two (2) students were inducted in the Fall 2020 semester and 6 students were inducted in the spring 2021 semester. Both events were held off campus due to COVID. The total number of students inducted since spring 2015 is 99.

2.1 The Director was elected as an executive Board Member for the National Association of Veterans Program Administrators as the Treasure.

2.2 The Director and second SCO 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, VA Quarterly Updates, and the Western Maryland Coalition for Veterans.

2.3 During the 2020-2021 academic year, the director of veterans services was a member of the Governor’s Commission for Veterans Services in Higher Education and quarterly meetings 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.

3.1 During the 2020-2021 academic year, a customer service survey was designed and disseminated to the military connected students at FSU. The link to the survey was emailed out to all of the military connected students through their FSU email. The survey link was also put into a URL code and hung on the door to the Veterans Center Computer Lab. There were 15 individuals who filled out the survey that included the following military affiliations: veteran,

reservist, national guard member, and dependent of a veteran. The individuals ranged from freshman to senior level at FSU. The individuals represented the following branches of the military: air force, army, marine corps, and navy. This survey also asked the students which benefits they are using and if they are an SVA member. Individuals indicated that overall the services met their needs and the quality of the service was high or better. Students value the resources within the Veterans Center (computer lab). Students indicated they visited the Veterans Center when they needed something.

4.1 Students volunteered to delivered masks to the surrounding community (local nursing homes and to shut ins), displays flags for 9/11 and Veterans Day, and participated in the Toys for Tots toy donation program. Unfortunately, the number of hours and students participating was not captured between the change in Directors.

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. Due to the change of Directors from Fiscal Year 21 to Fiscal Year 22, the focus for the upcoming year is to provide benefits to all students who are eligible, reevaluate the Student Veterans Association (SVA) on campus and make it recognized, provide community engagement by surveying the students involved in the Veterans Center to see what they enjoy, and provide services within the office by using the mediation room, conference room, work study offices, and computer lab.

2. Currently, the Veterans Center has a budget thru Student Affairs to provide administrative supplies and programming fees along with an account through the FSU foundation where alumni have supported the Veterans Center's projects and experiences. Our focus will be to evaluate the financial impact of the Veterans Center this next year and to make financially sound decision to move forward.

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

The Veterans Center director sits on by-weekly Student Affairs Director Meetings to update the division on everything in the Veterans Center. The Veterans Center Director also meets monthly with their supervisor to discuss over strategic plans. The Veterans Center Director is in constant communication with the Associate Vice President for Student Affairs on the daily happenings within the Veterans Center.

Evidence, artifacts, and or back up documentation:

Alumni Programs

FY 21 Report

Specify your Division/Department Goals Priorities.:

1. Raise \$2.75 million in total fundraising.
2. Continue preparations to publicly launch a comprehensive campaign.
3. Increase the number of academic and administrative departments with whom we partner.
4. Develop a robust donor communications plan that includes stories about FSU, its students, faculty, and alumni; as well as about FSU's needs, making the ask, and acknowledging donors.
5. Increase the number of alumni engaged with fundraising, recruiting, and career networking.

Start:

7/1/2020

Providing Department:

Alumni Programs

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

Goal 1: Collaborate with campus partners to provide alumni/donors opportunities to engage with students for networking and leadership and career development.

Goal 2: Based on COVID-19 restrictions, we will plan events to engage alumni/donors/friends both in person (as allowed) and VIRTUALLY and develop campaign themed events.

Goal 3: Continue to develop creative content and campaigns to engage alumni on social media outlets and our website.

Goal 4: Develop programs and initiatives to further engage alumni, especially during COVID-19, that will provide us with the opportunity to highlight alumni, their accomplishments, and obtain updated contact and business information.

Goal 5: Initiate an effort to focus on Young Alumni (10 years or less out) and soon to be graduates.

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

Goal 1: Event attendance

Goal 2: Event attendance

Goal 3: The measures/metrics used were the amount of 'likes', 'shares', and/or the number of visitors to website or requests made through new forms.

Goal 4: Number of alumni spotlights submitted, number of alumni who submitted business information, number of alumni who requested Bobcat Teaches Here Poster, and number of Homecoming Spirit Packets and T-shirts requested.

Goal 5: No progress has been made

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

Goal 1: Count of attendees per event

Goal 2: Count of attendees per event

Goal 3: Results were assessed by tracking the metrics

Goal 4: Counting each of the metrics

Goal 5: No progress has been made

What were the results?:

Goal 1: Due to the virtual nature of all of this year's events, hard numbers of attendees were difficult to measure. Alumni were able to engage with students, faculty, and staff despite COVID-19 restrictions. We utilized ZOOM, Microsoft TEAMS, and a LIVE stream available through the LUC. Regardless of the participation numbers, people were pleased with their experience and are looking for additional opportunities. In FY 21, we hosted the following events with our campus partners:

- VIRTUAL Athletic Banquets (Swimming, Baseball, Softball, WLAX, MLAX)
- VIRTUAL Sloop Institute for Excellence in Leadership (Keynote, Panel, Small Groups)
- Career Readiness Week
- Connecting Scholarship Donors with Recipients (Davisson, Garcia, Friel)
- Alumni Panel for Athletics
- Faculty & Staff Professional Development Conference (Fall & Spring) (not students but alumni engaging with faculty/staff)
- Admissions Alumni Panel (alumni speaking with prospective students)

Goal 2: We did not really assess the results. We planned events, mostly virtual, to keep our alumni engaged. We were surprised by attendance at all events! Given the nature of FREE virtual events, we did have a significant number of no-shows. Grad Walk was amazing – we were able to greet each new grad and their families. In FY 21, we hosted the following events for alumni/donors/friends:

- Alumni Open House Week
- VIRTUAL Homecoming
- Tailgating
- All-Alumni Reunion
- Golden Anniversary Reunion
- VIRTUAL Athletic Banquets (Swimming, Baseball, Softball, WLAX, MLAX)
- Baseball Golf Invitational
- VIRTUAL/HYBRID Alumni Assn. Board of Directors Meetings (3)
- VIRTUAL Sloop Institute Closing Ceremony
- Bobcat VIRTUAL Bingo (3)
- Football Golf Outing & Reunion
- Bobcats on the Trail
- VIRTUAL Cooking Class
- VIRTUAL A Night with Greg Garcia
- Alpha Delta Chi Alumni Breakfast
- Grad Walk

- Lunch & Learn Series (2)
- - Goal 3: Our social media engagement increased during the pandemic and the additions to our website (once shared on social media) were received positively. We ran the following social media campaigns during FY 21:
 - 12 Days of Giving
 - Alumni Open House Week – Ornament Decorating Contest, Ugly Sweater Contest, ZOOM Open House, AA BOD Video, Winter Coloring Page, Hot Chocolate Recipe
 - Commencement Video (2)
 - AA BOD Happy Holiday Video
 - UniAd & FSUF Holiday eCard
 - Bobcat Couples
 - Homecoming – Videos to highlight Retired Employees (3 videos), Bobcat Hall of Fame (3 videos), Jim Anderson Baseball Brunch, Golden Anniversary, Memories, 2020 Highlights, President’s Message AND Kids Activity Packet
 - Website Updates
 - Baby Bib Request
 - Transcript Request
 - Social Media Toolkit – ZOOM Backgrounds, Facebook Profile Picture Frames
 - Books by Alumni
 - Alumni Owned Businesses
 - Yearbooks
 - Pinnacle Award Recipients
 - Thursday Night LIVE
 - Profile was an ONLINE version only in March 2021.

Goal 4: The following engagement activities were conducted in FY 21:

- Alumni Spotlight (Facebook)
- Alumni Owned Business Program
- Social Media Toolkit - ZOOM Backgrounds, Facebook Profile Picture Frames
- Kids Activity Packet
- A Bobcat Teaches Here Poster (over 500 distributed)
- Homecoming Spirit Packet
- Homecoming T-shirts

Goal 5: No progress has been made

The loss of a staff person this year made items difficult to measure as that was part of her role.

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 is to focus on virtual and in person (as restrictions allow) events and continue to engage alumni through social media.
- 2: Due to budget cuts, approximately \$12,000 (just in postage) was saved with an online version only of Profile in March 2021. No other resources were allocated/redistributed.

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

Staff Meetings, Campaign Meetings and Alumni/Donor Engagement Meetings

In addition, pertinent information was shared with the Alumni Association Board of Directors, campus leadership and partners, and the FSU Foundation Board of Directors.

Evidence, artifacts, and or back up documentation:

FSU Foundation

FY 21 Report

Specify your Division/Department Goals Priorities.:

1. Raise \$2.75 million in total fundraising.
2. Continue preparations to publicly launch a comprehensive campaign.
3. Increase the number of academic and administrative departments with whom we partner.
4. Develop a robust donor communications plan that includes stories about FSU, its students, faculty, and alumni; as well as about FSU's needs, making the ask, and acknowledging donors.
5. Increase the number of alumni engaged with fundraising, recruiting, and career networking.

Start:

7/1/2020

Providing Department:

FSU Foundation

End:

6/30/2021

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?:

- # of applications for the FSUF Opportunity Grants
- # of projects funded through the FSUF Opportunity Grants
- \$ used to fund the FSUF Opportunity Grants
- % and amount of money spent from endowed sources
- # of problem endowed funds
- Amount spent on scholarships (pass-through and endowed)
- The result of the internal and external audits.
- # of donors to endowed, pass-through, and holding fund stewardship mailings
- Amount of money received from endowed, pass-through, and holding fund stewardship mailings.

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

- The results were assessed by reviewing the data associated with the metrics listed above.
- The results will be assessed by reviewing the auditor's report and opinion.

What were the results?:

Opportunity Grant Description	Requested in FY'21	Requested in FY'20	Requested in FY'19
# of On-Time Applications	33	69	73
Total \$ of On-Time Applications	\$122,813.19	\$346,136.05	\$382,289.18
# of On-Time (at least partially) funded	31	38	49
Total \$ of On-Time funded	\$107,436.55	\$91,790.43	\$128,358.11
# of late requests	5	19	12
Total \$ of late requests	\$4,622.61	\$43,280.07	\$66,065.70
# of late (at least partially) funded	3	7	9
Total \$ of late funded	\$4,001.71	\$7,915.75	\$5,715

Spending Description	FY'21	FY'20	FY'19
Endowed Amount Spent	\$796,784.97	\$796,236.34	\$760,104.22

% of Spending Allocation Spent (excluding Quasi Endowments)	85.39%	93.54%	96.71%
Number of Problem Funds	23	12	7
Percentage of Scholarship Allocation Spent	91.6%	95.1%	99.7%
Amount Spent on Scholarships	\$933,173	\$935,660	\$923,521

- While the percentage spent from endowments decreased, we actually spent about the same amount as last year.
- Due to COVID, our office has worked very hard to reach out to departmental endowments to see if they needed an extension 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. For FY'20 we had 19 funds for a total of \$41,845.97 that were approved to carry into FY'21 spending. For FY'21 we had 11 funds for a total of \$41,140.14 that were approved to carry into FY'22 spending.
- Problem funds were defined as the endowment spending not even totaling half of what was available. We almost doubled the number of problem funds from the previous year, but dealing with COVID for an entire year instead of just the last three months was the primary culprit.
 - 8 fund representatives for non-scholarship endowments that told us they did not want to request a carry over to next year. They would rather let the funds grow the endowment than have to try to plan something extra in a year where they feel there will continue to be uncertainty.
 - 3 scholarship endowments could not be awarded this year because they were for Study Abroad and that was not permitted due to the pandemic. For the Study Abroad funds with living donors we did reach out to see if they would allow for a one-year change in the fund purpose to allow for Emergency Scholarships to be awarded and all living donors consented, but these funds do not have living donors. Just being able to award these scholarships would have brought our percentage spent this year to 90%.
 - 2 athletic scholarships were not awarded. There was a meeting with the Athletics Department and Financial Aid to try to get us all on the same page with awarding these scholarships, but only the named scholarship was awarded this year after much prodding. At the end of the year the Athletics Department was again followed up with on the importance of getting these funds awarded in a timely manner.
- Ten scholarship funds were not awarded this year, as compared to 6 last year. The Fell Social Studies Educator Scholarship was a problem this year and it has been a

problem in the past as well, just not every year. We are going to reach out to the donor about expanding the criteria moving forward.

- This year we could have awarded just over \$1 million in scholarships for the first time ever, but not being able to award Study Abroad Scholarships made reaching that milestone an impossibility. The good news is that \$37,896 of the scholarship dollars not awarded were from pass-through funds, so they can be carried over and awarded in FY'22.
- We received a clean opinion on both Audits.

	FY'21 Amount	FY'21 # of Donors	FY'20 Amount	FY'20 # of Donors
Endowed	\$108,095	80	\$72,603	44
Pass-Through	\$2,750	10	\$3,000	7
Holding	\$1,500	1	\$0	0
Total	\$112,345	91	\$75,603	51

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?:

- Opportunity Grants:
 - COVID posed some additional challenges for the Opportunity Grant Process this year.
 - Many FY'20 awards that were to take place in the spring and many FY'21 awards were not able to be used, or used fully because events and travel were not possible. Follow up was needed for all of these funds to see if carrying them over to FY'22 would still allow the project to happen and if it for a recurring event how that would affect their incoming request.
 - Due to the large number of carry over funding and faculty fatigue we received far fewer applications in FY'21 for FY'22 spending. The good news is that the majority of the projects were ranked highly by the committee and Vice Presidents, and we were able to partially or fully fund all of those projects instead of them having to make really tough decisions.
 - The Board voted to allocate a total of \$330.76 to the Student Affairs Crisis Emergency fund instead of to fund additional Opportunity Grants.
 - For the upcoming year we do not feel we need to change the process, as we hope that for FY'23 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 and FY'21 to FY'22.
- Scholarships

- 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.
- 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.
- For the upcoming year we anticipate that there will be challenges with getting Scholarship awarded in a timely manner due to the retirement of Karen Benson with nobody being hired to fill her position. We also anticipate more staff time being needed at the Foundation to complete some of the spreadsheet/letter run process that Karen used to do as well as to process additional expenditures due to all the carry over spending from FY'20 and FY'21 to FY'22 for non-scholarship endowments and when communicating to the donors about the carry over decision.
- Audit
 - 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.
 - 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.
- Donor Giving in response to communications
 - We increased in both number of donors (by 78%) and in amount (by 49%). We raised a substantial amount of money by simply communicating accurate information about the donor's funds.
 - The drastic increase is surprising considering that we were still in the midst of the pandemic when the letters would have arrived. It is possible that some of these donors were responding to the mailing instead of handing their gift officer a check during an in person visit during a normal year when those visits could have occurred.
 - For the upcoming year we do not anticipate changing the process.

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

- All of this information was shared at the departmental staff meeting, but shorter updates were shared during the year on fundraising reports and anecdotally during staff meetings as well.
- Relevant information was shared with the FSU Foundation Board of Directors as well as with campus leadership.

Evidence, artifacts, and or back up documentation:

**Radio Station WFWM
New Departmental Annual Report Item**

Specify your Division/Department Goals Priorities.:

1. Raise \$2.75 million in total fundraising.
2. Continue preparations to publicly launch a comprehensive campaign.
3. Increase the number of academic and administrative departments with whom we partner.
4. Develop a robust donor communications plan that includes stories about FSU, its students, faculty, and alumni; as well as about FSU's needs, making the ask, and acknowledging donors.
5. Increase the number of alumni engaged with fundraising, recruiting, and career networking.

Start:

7/1/2020

Providing Department:

Radio Station WFWM

End:

6/30/2021

Specify your Division/Department Actions Priorities/Plans.:

- A. Raise \$60,000 for WFWM.
- A. Develop a 'Radio Club' for students to increase student involvement.
- A. Create a proposal on how to use the radio station, the student newspaper and the television studio to create experiential learning opportunities for local news coverage.
- A. Develop a 5 year plan for WFWM. Or, if necessary, create and implement a plan to deal with the loss of a station position.
- A. Create a 'Local Alumni' spotlight radio segment.

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

- A. Raise \$60,000 for WFWM.
 - Dollars raised
 - Number of donors
 - Dollars from underwriters
 - Number of underwriters
- A. Develop a 'Radio Club' for students to increase student involvement.
 - Were the logistics, including equipment, facilities and promotional material, created and put in place to make it possible to have a student radio club at WFWM?
- A. Create a proposal on how to use the radio station, the student newspaper and the television studio to create experiential learning opportunities for local news coverage.
 - The creation of the proposal and what steps were followed to implement it.
- A. Develop a 5 year plan for WFWM. Or, if necessary, create and implement a plan to deal with the loss of a station position.

- The creation of a five year plan that addresses the key issues facing WFWM Public Radio or a plan to deal with the loss of a station position.
- A. Create a 'Local Alumni' spotlight radio segment.
 - Create a list of potential local alumni to be interviewed.
 - Create a basic set of questions for the segment was developed.
 - The number of alumni were contacted as potential subjects.
 - The number of interviews that were conducted.

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

- A. Raise \$60,000 for WFWM.
 - Results were determined by whether the station succeeded in the goal of raising \$60,000.
- A. Develop a 'Radio Club' for students to increase student involvement.
 - Was a radio club developed?
- A. Create a proposal on how to use the radio station, the student newspaper and the television studio to create experiential learning opportunities for local news coverage.
 - Was a plan developed?
- A. Develop a 5 year plan for WFWM. Or, if necessary, create and implement a plan to deal with the loss of a station position.
 - Was a plan developed?
- A. Create a 'Local Alumni' spotlight radio segment.
 - Were segments created?

What were the results?:

- A. **Raise \$60,000 for WFWM.**
 - 1. In FY21, WFWM received support from 427 donors, which is up from 361 donors in FY20.
 - 1. The total number of new donors dropped from 59 in FY20 to 44 in FY21.
 - 1. The number of underwriters dropped from 21 in FY20 to 17 in FY21, however, the funding level held steady at \$12,500 in FY21.
 - 1. WFWM raised \$54,650 in FY 21, but did not meet its goal of \$60,000. However, our Spring fund drive was our most successful one to date and raised \$16,500. We did see continued progress in recovering donors going from 20 in FY20 to 47 in FY21.
- A. **Develop a 'Radio Club' for students to increase student involvement.**
 - 1. All elements, including equipment, facilities and promotional material (t-shirts, lanyards) are in place to begin the radio club.
 - 1. Club will meet for one hour a week during which students will receive instruction in on-air presentation and broadcast console use.
 - 1. Students who follow through with training and show a level of competency will be given the opportunity to host their own radio show on XFSR, Frostburg Student Radio.
 - 1. Discussion was held with Keith Terry, former chair of the Communication department, to coordinate outreach efforts to increase student involvement.
- A. **Create a proposal on how to use the radio station, the student newspaper and the television studio to create experiential learning opportunities for local news coverage.**

1. A proposal was developed to create experiential learning opportunities in local news coverage across the university's multi-media platforms by coordinating existing resources and efforts with the result of The Bottom Line, TV3 and WFWM Public Radio becoming primary sources of local news coverage in the Frostburg area.
2. Individual meetings have been held with the following parties, who have agreed to form a committee:
 - Keith Terry, chair of the Communications department,
 - Andy Duncan, coordinator of the Journalism Minor in the English Department,
 - Jill Morris, faculty advisor for The Bottom Line student newspaper,
 - Melanie Lombardi, FSU TV3 manager,
 - Nicole Mattis, chair of Theatre & Dance,
 - Darrell Rushton, faculty in Theatre & Dance
3. A meeting was February 3, 2021 with Kim Hixson, the Dean of the College of Liberal Arts & Sciences to ask his support and guidance.
4. Media Advisory Council made up of the above personnel has been established and is holding bi-weekly meetings.

A. Develop a 5 year plan for WFWM. Or, if necessary, create and implement a plan to deal with the loss of a station position.

Since the elimination of the station position was rescinded, a five year plan was developed that identified five issues as requiring primary focus. In no particular order, they are as follows; Staffing, Funding, Engineering, Student involvement and Equipment. These areas were prioritized and potential solutions will be developed.

A. Create a 'Local Alumni' spotlight radio segment.

The proposed segments did not come to fruition. This project was to be a collaborative one with Alumni & Donor Relations. WFWM and Alumni Programs did work together to develop a list of successful local alumni to interview and a basic set of questions was created to ask our guests. Covid-19 continued to hamper attempts to conduct interviews again this year. In addition, staffing issues within Alumni & Donor relations created an added burden to this project.

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. Raise \$60,000 for WFWM.

WFWM will have to adjust its FY22 budget to reflect the loss in fundraising and student activities fees. In FY22, WFWM will have at least one individual volunteering to solicit potential underwriters. We will continue to pursue multi-platform fundraising, including crowd sourcing and underwriting efforts FY21.

A. Develop a 'Radio Club' for students to increase student involvement.

The focus for the coming year is to generate student interest in learning radio and encouraging students to join the radio club. Some equipment and facilities were repurposed to create a studio lab for instruction, but much of the equipment and facilities were already meant for student use.

A. Create a proposal on how to use the radio station, the student newspaper and the television studio to create experiential learning opportunities for local news coverage.

For WFWM, several experiential learning opportunities for students have been created, including,

1. A collaboration with the English Department to research and record radio segments titled "Western Maryland Weird" for broadcast on-air.
1. A collaboration with Theatre/Dance to have Voice students record community calendars for broadcast on-air.

The focus for the coming year is for the Media Advisory Council to continue to meet and coordinate collaborative projects to increase student involvement and experiential learning opportunities.

- A. Develop a 5 year plan for WFWM. Or, if necessary, create and implement a plan to deal with the loss of a station position.

As a result of the five year plan, the focus of the coming year will be to create a PIF for an Assistant Station Director to help with staffing needs, explore engineering resources to find a new Chief Engineer to serve WFWM and, possibly, TV3 and find a volunteer to help solicit potential underwriters to address the decline in underwriting donations.

- A. Create a 'Local Alumni' spotlight radio segment.

The idea of a radio segment highlighting local alumni has been deemed a worthwhile project and will be revisited in FY22. Hopefully, staff changes and the pandemic crisis will not have a big impact on determining whether this project is completed.

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

The plan and its results 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: