Center for Academic Advising and Retention

2022-2023 Academic Advising & Retention

Specify your Division/Department Goals Priorities.:
CAAR Goals: 2022-2022 *aligned with FSU Strategic Goals: I.A. & B., II.A., B, & C., IV. B. & D.*

CAAR will deliver high quality and holistic support for students through an array of advising resources.

CAAR will provide intrusive support for first-year students on academic probation in the spring semester to improve GPA and credit standing.

CAAR will pilot Navigate student success platform to support campus-wide advising efforts to provide quality advising to students.

Start: 07/01/2022
Providing Department: Center for Academic Advising and Retention
End: 06/30/2023
Specify your Division/Department Actions Priorities/Plans.:
CAAR will deliver high quality and holistic support for students through an array of advising resources.

- University Advisors (UAs) will engage in multiple contacts with advisees.
- As will engage in meaningful interactions with advisees to form positive relationships and build understanding of major requirements.
- As will pilot Navigate for texting, appointments, campaigns, and documentation.
- UAs will reach out to students for whom Navigate cases are opened to offer support.
- As will engage in aggressive outreach to students with three or more Mid-Term Warnings.
- As will engage in aggressive outreach to non-registered students at the end of each semester for next term's registration.
- CAAR will further centralize the institution's major/advisor change process to CAAR to improve timeliness and communication with stakeholders.

CAAR will provide intrusive support for first-year students on academic probation in the spring semester to improve GPA and credit standing.

- University Advisors will pilot a new transcript audit process and communicate spring schedule changes to students on academic probation.
- Students on probation will participate in an initial Pathway to Academic Progress workshop to describe.
- UAs will deliver intentional and intrusive intervention in the spring semester with first-year probation students.
- Compliant participants will improve academic standing as represented by cumulative GPA and credit completion rations.

CAAR will pilot Navigate student success platform to support campus-wide advising efforts to provide quality advising to students.

- CAAR staff will receive training to become Application and Content Administrators to configure platform features.
- Navigate will replace Beacon in fall 2022 to enable streamlined alerts and referrals and to create a coordinated care network for students.
- CAAR staff will configure the academic alert feature, develop a new campus Academic Alert Protocol, configure care units, develop the student intake survey and engage in multiple other activities to create a useable platform.
- CAAR staff will engage in the full complement of Navigate functions available, including appointment scheduling, documentation, campaign and messaging, reporting, etc.
- CAAR will collaborate with the Academic Advising Council to offer a Professional Development workshop for all FSU advisors in January 2023.EAB's Kyle Whitaker will host the following sessions: Getting Started in Navigate, Faculty User Support and ASN and Academic Support Users. One-off support will be offered by CAAR staff on an ongoing basis.

What are the Measures/Metrics used to assess effectiveness?:
CAAR will deliver high quality and holistic support for students through an array of advising resources.

University Advisors (UAs) will engage in multiple contacts with advisees.

- Each UA will complete at least 220 appointments per semester.
- At least 60% of first-year students will meet with their UA for an initial appointment, as required through ORIE.
- UAs will engage in Navigate enrollment appointment campaigns for registration, with at least 1,000 advisees successfully scheduling through the platform in each semester.

UAs will engage in meaningful interactions with advisees to form positive relationships and build understanding of major requirements.

- At least 85% of students will agree that their advisor serves as a good resource.
- At least 85% will recommend their UA to other students.
- At least 85% can identify GEP courses for graduation.
- At least 85% can identify courses to complete for their major.
- At least 85% will agree the initial meeting with their advisor was helpful.
- At least 85% will report feeling comfortable returning to their UA for help after their initial appointment.

UAs will pilot Navigate for texting, appointments, campaigns, and documentation.

- At least 2,000 texts per semester will be sent via Navigate.
- At least 3,000 Emails per semester will be sent via Navigate.
- UAs will document at least 80% of interactions within Navigate.

UAs will reach out to students for whom Navigate cases are opened to offer support.

- UAs will reach out to 80% of students for whom Navigate cases are opened.
- At least 50% of those students will respond to outreach, yielding a higher retention rate than non-responders.

UAs will engage in aggressive outreach to students with three or more Mid-Term Warnings.

- All students with academic warnings will receive messaging around MTW and withdrawal deadlines.
- Alll students with three or more MTW will be contacted through email and texted to encourage one-on-one meeting

•*At least 50% of students with 3 or more MTW will meet with UA staff.*

- UAs will engage in aggressive outreach to non-registered students at the end of each semester for next term's registration.
- All non-registered students will be contacted via email and text—continuously until contact is made or information regarding change of status, such as non-return, is discerned.
- Content-specific messaging is sent to all students with holds to help resolve.
- At least 60% of students will register for the next term's course

CAAR will centralize the institution's major/advisor change process to CAAR to improve timeliness and communication with stakeholders.

- CAAR will increase the total number of advisor/major changes completed by CAAR by 20% and request changes to academic departments within 24 hours.

CAAR will provide intrusive support for first-year students on academic probation in the spring semester to improve GPA and credit standing.

- UAs will complete at least 60% of transcript audits of participants and communicate recommended changes via email prior to the start of the spring 23 semester.
- At least 60% of students on academic probation will attend the opening overview meeting.
- At least 60% of APP participants will be deemed "compliant" with program expectations, as determined by number of attended meetings and overall advisor impression.
- UAs will use Navigate appointment campaign feature to schedule all participants—and will document all meeting interaction within Navigate.
- 70% of APP participants will still be enrolled at FSU after one year.

CAAR will pilot Navigate student success platform to support campus-wide advising efforts to provide quality advising to students.

- CAAR staff will create a new academic alert protocol and engage Navigate to enact the process.
- At least 75 faculty will utilize EAB Navigate to submit at least 250 alerts per semester.
- CAAR staff will configure care units for CAAR, faculty, and at least two other service areas.
- At least 150 staff and faculty will be on-boarded as users.
- At least 500 students will be onboarded as users.
- CAAR staff will utilize varioous functionalities of Navigate, including alert/case submission and follow-up, documentation of interactions, using appointment summaries and notes, campaign and messaging features.
- At least 60 faculty and staff will attend the Navigate/Advising Best Practicies workshops.

What were the results?:
Staffing Note: In Fall 2022, only two UAs and the Director were active advisors throughout the semester. Dana McCullough was hired in late August 2022 to replace Jenn Brown and departed after six weeks. Ryan Gibson was hired in September, and Syully Koroh and Suzanne Wright came on board January 2023.

•**Total CAAR Appointments fall 22 and spring 23: 2,707**

Scheduled: 1,354

Drop-In: 197

No Show: 337

Distinct Students Attended Appointments: 777

•<u>Spring '23</u>

- CAAR had 585 scheduled appointments during the registration period (March 27-April 21). During that time, 75 (13%) students were No Shows and 99 (17%) appointments were canceled. CAAR completed 411/585 (70%) appointments during the regular registration window.
- 70% (324 of 463) of first-year students participated in the initial appointment with their University Advisor in Fall 2022—an increase from 62% in Fall 2021.

UAs will engage in meaningful interactions with advisees to form positive relationships and build understanding of major requirements.

- 98.50% agreed or strongly agreed that their UA will serve as a resource for them (spring 2023_—an increase from 72% in Fall 2021 and 96% in spring 2022, when CAAR was more fully staffed).
- 98% would recommend their UA to other students (spring 2023).
- 97.74 % agreed or strongly agreed that they can identify GEP courses needed to graduate and increase from 87% in spring 2022.
- 98.50% agreed or strongly agreed that they can identify courses they need for their major.
- 96% agreed that the initial meeting with their advisor was helpful.
- 97% of students reported feeling comfortable returning to their UA for help after their initial appointment.

UAs will reach out to students for whom Navigate cases are opened to offer support.

- 452 alerts raised, with excessive absence is most common reason; 142 cases created
- Fall 2022 Alert Case Outcomes : 32 Students with successful case closure retained or graduated
- 58.9% of students with successful case closure retained or graduated to Fall 2023--18.8% of students with an unsuccessful case closure retained or graduated to Fall 2023
- Spring 2023 Alert Case Outcomes *11 Students with successful case closure retained or graduated
- 50% of students with successful case closure retained or graduated in Fall 2023--33.3% of students with an unsuccessful case closure retained or graduated in Fall 2023

UAs will engage in aggressive outreach to non-registered students at the end of each semester for next term's registration.

Registration Semester	CAAR Student Contacts	Registrations	Leave of Absence	Institution WIthdrawals	Dismissals
2232	116	49%	12%	16%	16%
2238	320	65%	3.5%	15%	8%
2242	379	76%	7%	10%	4.5%

CAAR will further centralize the institution's major/advisor change process to CAAR to improve timeliness and communication with stakeholders.

- CAAR Major Changes: Fall 22 - 46Spring 23 – 90
- All requests from CAAR to academic departments for Faculty Mentor assignments were made within 24 hours of request by administrative assistant (unless she was out of the office). Contact continued until confirmation from department is received.

CAAR will provide intrusive support for first-year students on academic probation in the spring semester to improve GPA and credit standing.

- Intensive advising by University Advisors for first-year students on probation led to increased retention in this student group (54% in fall 2022 vs. 44% in fall 2019).
- A new transcript audit was developed and piloted with half of the participants.
- 87% of CAAR's advisees on probation participated in the APP 1 Overview Meeting, replicating the previous year's participation rate.
- The compliance rate of the 2228 FY cohort improved by 17% from the previous year's cohort (from 43% in the first program iteration to 60% in the second intervention offering).
- Mean GPA of compliant students decreased from the previous year's cohort (from 2.24 to 1.75).
- Students who were compliant earned higher GPAs (1.75) than non-compliant counterparts (1.0).
- Compliant students also earned more credits than non-compliant students.
- APP compliant students persisted at much higher rates two semesters post-intervention--63% persistence compared to 31% persistence rates.

CAAR will pilot Navigate student success platform to support campus-wide advising efforts to provide quality advising to students.

Care Units Established – 2022-2023

Active Units
Athletics: Study Hall Hours & Athletic Events Attendance
CAAR:All service areas
Career & Professional Development: All services areas
Faculty Office Hours
Registrar's Office:Withdrawals/Leaves of Absence
Configured, Not Yet Active Units
TRIO/SSS & Tutoring
User Role Configuration & Permissions Access
Academic Leadership Analytics
Athletic Events User
Coaches
EAB Administrator
Faculty Mentor
Financial Aid Staff
Generic Staff
Professor
Student
Student Front Desk
Users Engaged with Navigate Since 5.1.22(as of 5.1.23)

Distinct Staff & Faculty Users240

Staff & Faculty Power Users21 (access Navigate 11 or more times/month)

Distinct Student Users737

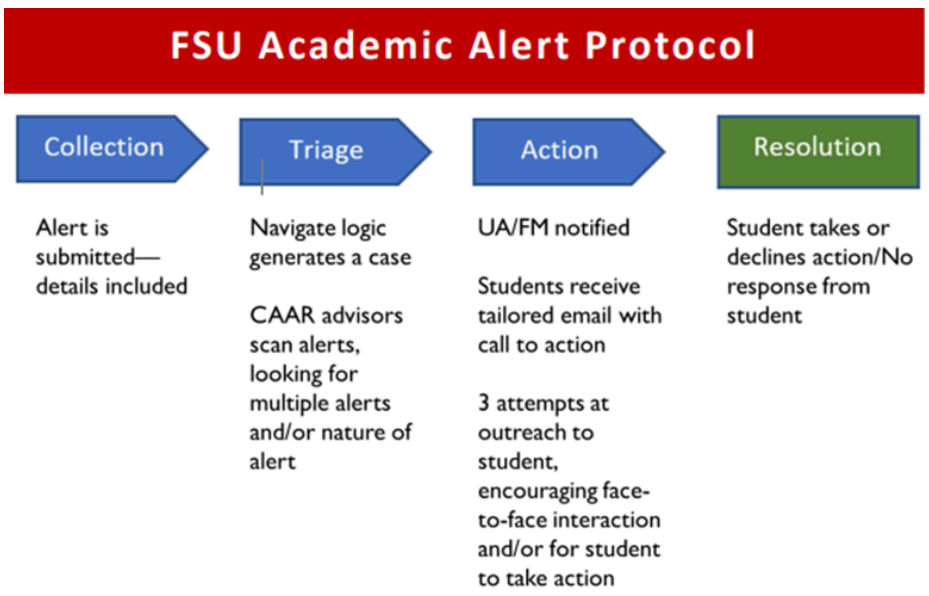
Appts. Created3,539

Distinct Students Served1,158

Messages Sent (email & SMS)27,000+
Faculty & Staff User Trends

Academic Alerts

New protocol established, configured within Navigate, and communicated via several channels to campus community.



Alerts/Cases Submitted By Semester

Semester	Positive	Negative	Neutral	Cases
Fall 2022	36	335	1	139
Spring 2023	111	264	0	128
Fall 2023	86	543	2	304

Submitted Alerts by College Personnel (744 Total)

College Number of Alerts
Business12
Education9
Liberal Arts & Sciences691
Other Submitters3

Alerts Submitted by Course: 646

DEPT.	ALERTS
ACCT	7
ART	8
BIOL	18
CHEM	22
CMST	10
COSC	96
DVMT	15
ECON	4
EDUC	7
ENGL	143

GEOG	3
HIST	4
IDIS 150	6
IDIS 160	27
ITEC	1
MATH	31
MCOM	12
MDST	2
MRKT	1
MUSC	7
NURS	5

ORIE	23
PHIL	10
PHYS	4
PSYC	168
SCIA	1
SOCI	2
SOSC	1
SOWK	1
SPAN	2
THEA	3
WMST	2

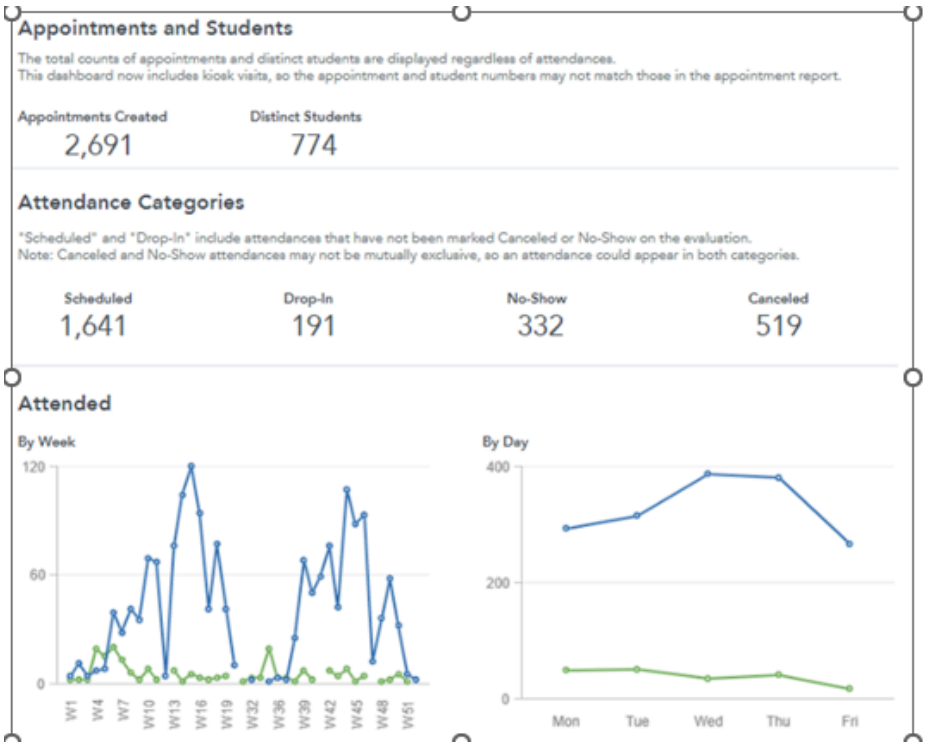
Alert Submitters: 75

Atenasio, David	1
Barnet, Frank	1
Bogart, Tianna	2
Bosley, Nicole	1
Bowman, Lynn	20
Boyer, Christopher	54
Bradley, Kiersten	2
Branam Armiento, Amy	16
Brassfield, Shoshana	9
Bubp, Kelly	1
Currie, Holly	20
Daniels, Ashley	8
Danzi, Annie	1
De Leon, Julia	2
Dean, Dwane	1
Devlin, Deborah	2
Dodge, Susan	6
Duncan, Sydney	4
Dunmyre, Justin	1
Durham, Christina	4
Eirich, Jodi	3
Flinn, Michael	10
Flinn, Rebecca	18
Gades, Naomi	89

Gardner, Lindsey	1
Gares, Katie	2
Glenn, Ashley	3
Green, Shea-Mikal	3
Horacek, Katherine	6
Hughes, Mark	5
Jones, Shawn	3
Keller, Karen	2
Kennedy, Steven	31
Kent, Cody	3
Kinsinger, Kate	2
Knott, Kevin	1
Kurek, Kimberly	1
LaFemina, Gerard	10
Lang, Clarissa	1
Lean, Elisabeth	1
Li, Hongqi	7
Lombardi, John	24
Luvara, Angela	2
Mattern, Janet	1
McMullen, John	6
Michael, Marc	9
Mitchell, Renae	1
Moore, Eric	12
Noon, Leanna	6
Norris, Benjamin	30

O'Neal, Meghan	4
Phillips, Gary	2
Qian, Mian	4
Raesly, Richard	2
Ramspott, Matthew	1
Raucci, John	5
Rieker, Scott	3
Root, Christopher	3
Root, Michael	38
Ruminski, Elesha	8
Saunders, Carrie	1
Schrader, Chelsea	5
Seddon, William	3
Senese, Frederick	1
Sheehan, Kate	1
Smith, Mark	12
Smith, Rochelle	4
Stair, Anthony	4
Terry, Keith	4
Thiel, Clara	3
Thomas, Rita	9
Weighley, Roxanne	1
Winters, Jamie	170
Wood, Gregory	4
Zheng, Xinliang	2

CAAR Appointment Data



Fall 2022 to Spring 2023 Persistence Differences: Navigate Users

•Almost 95% of the 758 students who used Navigate to schedule advising appointments persisted from Fall 2022 to Spring 2023 as compared to an 81% persistence of rate of all FSU students.

Number of Students	Persistence Rates
2,850 Enrolled in Fall '22	**81%** Persistence to Spring '23
758 Students attended a Navigate appt	**94.5%** Persistence to Spring '23
411 Students attended a Navigate campaign	**95.4%** Persistence to Spring '23

FSU Advising & Navigate Best Practices Workshop

- Over 60 faculty and staff attended one or more sessions of the day-long Advising & Navigate Best Practices training on January 19, 2023.

•Response rate to the event feedback survey was low at 20%; however, it is noteworthy that 100% of respondents agreed that they had a better understanding of Navigate's Academic Alert process.

--84% of respondents agreed that they were more likely to document student interactions through Navigate.

--83% of respondents agree that are more likely to use Navigate's campaign feature as a result of the training.

How have the results impacted 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?:

CAAR will deliver high quality and holistic support for students through an array of advising resources.

With University Advisor positions filled for the first time in spring 2023, it will be important to convey year-to-year data comparisons.

A review of 22-23 data reveals the importance of non-registered student outreach and relentless follow-up. We are seeing an improvement in the numbers of students contacted and efficacy of intervention. These efforts are very time-consuming but very important to promote persistence. We will continue to explore Navigate capacity to support efforts and attempt to engage other student support offices to use the system to help resolve holds and support registration.

CAAR's operating philosophy is to engage in multiple, meaningful contacts with students.With Navigate, we are much better able to report on student appointments and messaging contacts—which is a great improvement. Moving forward, we need to examine the average number of contacts per student.The data reveals the value of student engagement with Navigate.The total number of FSY students using the system should increase. ORIE instructors should be onboarded students to Navigate—and our onboard rate with first-semester students should improve.

Tracking Mid-Term warning interventions has been tricky because we a using a home-grown system—an excel spreadsheet.We rely on advisors to edit the spreadsheet, indicating contacts and comments related to actions taken/not taken by students. (Spreadsheet is included in evidence.) Results were not included in this report because of the unreliability of data, with not all advisors providing follow-up comments. For next year, we will endeavor for advisors to be on the same page with reporting process.

In 2022-2023, with the move from Beacon to Navigate, it was important to engage faculty users with the academic alert process. While the numbers of faculty submitting alerts is encouraging, we need to increase the number of users. Likewise, as University Advisors work with Navigate, it is clear we can do better with close closure so that faculty who submit alerts that rise to case-level concerns are informed of student action/non-action.

CAAR will provide intrusive support for first-year students on academic probation in the spring semester to improve GPA and credit standing.

Program compliance is closely connected to persistence, GPA, and credit accumulation. Our increased compliance rates intersect with Navigate appointment scheduling, which allows for email and text nudges for appointments. CAAR should continue to capitalize on Navigate's capacity to engage students—and should investigate reporting, analytics, and population health, and intervention effectiveness features to further examine probation student patterns to improve the APP intervention.

While compliance improved with the 2228 compliant cohort, GPA did not. Student compliance creates the opportunity to engage meaningfully with students—but does not guarantee improved GPA. UAs cannot provide in-depth academic support within their meetings. Increased and diverse tutoring and academic support opportunities should be available to FSU students.

No satisfaction/student perception survey was administered for spring 2023 participants, which should be corrected for spring 2024.

CAAR will pilot Navigate student success platform to support campus-wide advising efforts to provide quality advising to students.

Early data demonstrates the link of Navigate engagement with student persistence. In addition, student and faculty utilization is promising, as is appointment scheduling, campaigns, and messaging.

As with any technology, the platform's efficacy is dependent upon the extent to which stakeholders are utilizing Navigate. While efforts should be made to add users, the quality of use should also be improved upon. For instance, Navigate includes excellent data around GEP, gateway, and high DFW course progress that should be used to create awareness and drive improvements.

A thorough utilization framework, clear use expectations and training, along with repeated and clear communication, should be developed to fully reap the benefits of Navigate as enterprise-level technology. While there is will of CAAR staff, there is little time to pursue these efforts.

In terms of improving and expanding Navigate use, CAAR should set outcomes and parameters for consistent data collection around alerts and cases—and engage academic departments in doing so. Additional care units should be explored and developed for high-touch student services such as tutoring and residence life.

In terms of professional development and training, CAAR should collaborate with Rita Lowery to create opportunities for faculty and staff to learn more about Navigate use and possibilities. In terms of students, time and attention should be dedicated to student app design and ongoing messaging to encourage student engagement.

Likewise, student feedback collected from the onboarding survey should be shared with appropriate campus resources so that offices can connect with students who express an interest/need in doing so.

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

CAAR staff meetings take place weekly. Data and feedback are shared on an ongoing and incremental basis. For example, there are points we are reviewing enrollment/hold data weekly in terms of specific student status. Student feedback is shared with advisors so they may review their individual responses—and compare numbers with other advisors.

In Spring 2023, CAAR sent a newsletter to the campus community (attached as a file). The intent was to share progress in the form of service updates, student feedback, and data related to Academic Alerts, CAAR student engagement, Navigate utilization, etc.

CAAR service and dual advising model updates were shared in 2023-2023 college retreats and departmental meetings. ORIE 101 results as well as First-Year Survey responses are shared and discussed at ORIE Instructor training.

Academic Alert Case information can now be shared with submitters via Navigate as cases are updated. When a concern does not fit the Navigate protocol but nonetheless rises to a level of importance, University Advisors are encouraged to communicate with faculty and support staff on an individual basis. Moreover, the CAAR Director is a member of the Students of Concern team and communicates UA perspectives and Navigate data related to individual students.

The Director provided the Academic Standards Committee with an overview of the Academic Pathway Program and results from the previous year. Regular updates of CAAR outcomes and service updates also were given to the Student Success Committee and Academic Advising Council. The latter group gave input on the student evaluation utilized by CAAR.

In December 2023, Leanna Noon and Kate Stahl Kinsinger participated in an Executive Update of Navigate to share utilization, initiative progress, and pathway forward (presentation attached). The President, Provost, College Deans and various other stakeholders were in attedance.

Evidence, artifacts, and or back up documentation:

Attached Files

- CAAR Newsletter.pdf
- UA Evaluation Summary 22-23.pdf
- ORIE-101-Survey Fall 2022.pdf
- Spring 2023 MidTerm Report (CAAR).xlsx
- Spring 2023_NOT_REGISTERED_WITH_HOLDS_1.5.23.xlsx
- December 2023 Onsite - Executive Update.pdf
- Transcript Schedule Audit (003).docx

Tutoring Services

Tutoring Center Annual Report

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Tutoring Services

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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:

Tutoring Center Annual Report

Specify your Division/Department Goals Priorities.:

From Spring 2023 to Fall 2023, the number of students who participate in academic skills tutoring will increase by +10.

[redacted]

Start: 07/01/2022

Providing Department: Tutoring Services

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

From Spring 2023 to Fall 2023, the number of students who participate in academic skills tutoring will increase by +10.

Measured via TutorTrac report

By the end of the Fall 2023 semester, there will be a 70 % completion rate of the Peer Tutor Survey to assess the tutoring center's strengths, weaknesses, training, policies, etc.

Measured by the number of completed surveys and peer tutor responses.

From Spring 2022 semester to the Spring 2023 semester, the number of students who use online tutoring via NetTutor will increase by +15.

Measured by NetTutor report

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:

Student Accessibility Services

2022-2023 Student Accessibility Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1: *(Aligns with strategic goal 1. A. Ensure students acquire the essential knowledge and skills needed to succeed.)*

Increase the number of students with disabilities (SWD) using disability/accessibility services by 5% each academic year.

Goal 2: *(Aligns with strategic goal II. A- Implement an advising/support structure that meets student needs from applicant through alumna/us. Strategic goal III. C- Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region. Goal two also aligns with strategic goal IV. A- Develop a marking, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, graduate, and international students, and the resources necessary to implement this plan.)*

Increase usage of online accommodation process by 5%, presentation at Bobcat Bound Day by 3%, and increase communication from the office by 4% each academic year.

Goal 3: *(Aligns with strategic goal I.B- Infuse applied learning throughout the FSU curriculum and I.C- Integrate innovative practices and technology into the learning process. The goal also aligns with strategic goal II.c- Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.)*

The SASO will hold dis/ability training throughout the academic year to increase the knowledge of dis/ability in higher education. SASO is looking to see an increase of 3% of faculty, staff, students using information from the training courses in the classroom and beyond.

Start: 07/01/2022

Providing Department: Student Accessibility Services

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1 **1.Increase the number of students with disabilities (SWD) using disability/accessibility services by 5% each academic year.**

1.1 Continued to reconnect with students each academic year who are still at FSU, but have not registered for accommodations.

1.2 Continued to send out reminders to all students each semester about the importance of renewing services and what that will detail.

1.3 Build collaboration with other offices to increase referrals to the SASO by 3% each semester.

2.Increase usage of online accommodation process by 5%, presentation at Bobcat Bound Day by 3%, and increase communication from the office by 4% each academic year.

2.1 Held several presentations throughout the year to various departments in the fall and outside of the organizations in the fall and spring semesters explaining what the accessibility office does and the different types of accommodations that a student may have during their time at FSU.

2.2 Continued to meet with parents in the spring semester and summer Bobcat Bound days to increase the presence of SASO. Parents and guardians received a folder with information about accessibility, guidelines, and the request form. Continue to have email outreach with students to continue their services and ensure they have the support they need during the academic year.

2.3 Beginning in the fall of 2022 and throughout the academic year, I worked on updating the accommodation process to ensure students will be able to have a streamlined process to receive accommodations as quickly as possible by looking at the previous application and adapting necessary questions that have been gathered through professional development conferences and workshops.

3.The SASO will hold dis/ability training throughout the academic year to increase the knowledge of dis/ability in higher education. SASO is looking to see an increase of 3% of faculty, staff, students using the training courses in the classroom and beyond.

3.1 In the fall semester, SASO held a training for students on the importance of using accessibility services and breaking the stigma related to the word disability.

3.2 In the spring, SASO presented at the CTE Regional Conference about digital accessibility and the importance of using digital accessibility in the classroom.

3.3 SASO worked individually with faculty throughout the academic year on various cases to discuss how to best use accommodations in the classroom and within internships.

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

1.Increase the number of students with disabilities (SWD) using disability/accessibility services by 5% each academic year.

1.1. SASO created a database excel sheet for the entire academic year to log and keep the overall student headcount for the office as well as retention and graduation rates for SWD. SASO also created a semester excel sheet to keep all the active students updated and uploaded on PAWS for student groups. This helped with seeing who to connect with and remind of renewing accommodations.

1.2. SASO also began using Maxient each semester to fully to see how streamlined the process of receiving accommodations and getting them out at a much faster pace. The scheduling element of Maxient showed an increase of letters going out in a much faster time.

1.3. Collaborating with Athletics, SASO saw an increase of 11% students who registered with the office, even temporarily which led to more students registering permanently. SASO did not keep statistics on how many students were referred, but through a count of emails sent from CAPS, SASO saw an increase of 7% of students seeking permanent accommodations.

2. Increase usage of online accommodation process by 5%, presentation at Bobcat Bound Day by 3%, and increase communication from the office by 4% each academic year.

2.1. In the fall, I held a presentation for the Department of Education Professions. It was held on Webex with an attendance of 35 faculty members. SASO also completed presentations for the Washington County Public School system and the Frederick County Public School system in the spring semester. In both presentations, attendance was not taken as it was virtual and held by the school systems. SASO also did presentations for the USMH campus for education and the Physician Assistant program in both the fall and spring semesters.

2.2. During Bobcat Bound Days in the spring semester, the Accessibility Services Office met with approximately 50 FTS about registering with services. A majority of students were given packets with the request form to sign up. SASO kept notes within the OneNote program on the computer.

2.3. In the fall of 2022, SASO began the process of moving accommodation requests online by researching best practices from other USM institutions and working on how to build different Maxient incident reports that best reflect the requests.

3. The SASO will hold dis/ability training throughout the academic year to increase the knowledge of dis/ability in higher education. SASO is looking to see an increase of 3% of faculty, staff, students using the training courses in the classroom and beyond.

3.1. In the fall, SASO conducted various presentations to students on the importance of accessibility and beating the stigma. No attendances were taken by the office, but the instructors took attendance for their classes. An approximate 50 students attended the training.

3.2. In the spring 2023, the Director of SASO held a presentation for the CTE Regional conference (Abstract in the appendix) for approximately 50 faculty members to discuss the importance of digital accessibility. CTE took attendance. The count of faculty chairs who should versus the total number was used to see how far reaching the presentation was to faculty.

3.3. Numerous emails and virtual and in person meetings were held with various departments across campus to handle individual information and to help address questions or concerns about disability services.

What were the results?:

1. Increase the number of students with disabilities (SWD) using disability/accessibility services by 5% each academic year.

1.1. Having a newly formed database, SASO found an increase of student usage almost than doubled from 189 total students' previous academic year to 358 for the entire 2022-2023 academic year. The number of students requesting accommodation went from 89 to 90 students each semester 272 students in the fall and 229 in the spring semester. The Office saw a growth of about 44%.

1.2. Two emails are sent out each semester reminding current students of the option to register for services. The first round of emails sent out to students produce a 75% return rate, and the second round of emails sent out to students produce anywhere to from a 20-25% yield rate each semester. This type of reminders is good for students, however, it is still not capturing all students that are registered with SASO.

1.3. During the academic year, a total of 58 referrals from CAPS which is an increase of almost 1% have been given to SASO.All students have documented disability and 20 students have been referred to CAPS from SASO. SASO also saw a 2% increase in students with temporary disability with its collaboration with the Athletics Department.

2. Increase usage of online accommodation process by 5%, presentation at Bobcat Bound Day by 3%, and increase communication from the office by 4% each academic year.

2.1. The two presentations to the former Collee of Education and the presentation to the Faculty Senate has increased the knowledge base of faculty regarding referrals. The number of email referrals increased by 10% during the academic year. The presentations to outside organizations did not have or if at all yielded an enrollment into the program.

2.2. Of the emails sent out to students, the response rate was 75%, with students having a better and more accessible process, more students are renewing their accommodations in the Fall semester. The return rate and renewing of accommodations in the spring semester is slightly lower at 60%. This could be due to students not returning or not wanting to actively use their accommodation for the upcoming semester.

2.3. By the spring of 2023, a new form had been finalized and the website was revisited to ensure students had a better understanding of the accommodation process. The process to break apart accommodations and use the system Maxient for next year was begun at the end of spring 2023.

3.The SASO will hold dis/ability training throughout the academic year to increase the knowledge of dis/ability in higher education. SASO is looking to see an increase of 3% of faculty, staff, students using the training courses in the classroom and beyond.

3.1.In the Fall 2022, SASO did outreach for students to learn more about the notetaking system and how accommodations work in the classroom. It did not yield any students who were interested at the time.

3.2.In Spring 2023, SASO held a presentation for the CTE Conference with approximately 40 faculty and staff in attendance. The proposal and presentation are attached. It discussed digital accessibility on campus. The SASO Office was asked to present at the Faculty Development Institute in the Fall of 2023.

3.3.SASO worked with a small number of faculty (about 30) in both the fall and spring to better understand the ADA accommodation process as well as what does reasonable accommodations me. SASO also presented two presentations to two school systems in the Spring 2023 (Washington and Frederick County).

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

1.Increase the number of students with disabilities (SWD) using disability/accessibility services by 5% each academic year.

1.1.Due to the new database and process of registering with the SASO Office, the increase has shown in the number of students who are registered. Many human resource hours went toward this endeavor and the impact is being positively felt for the 2022-2023 academic year. However, as new students with disabilities are rising, the office is quickly noticing that a delay in response time is getting much longer. The Program Management Specialist has taken on a larger role with testing due to the increase in students.

1.2.The initial email does not take much human resources, but the response time and accommodation time has been impacted. A change within the office, (accommodation letters coming out the second week of classes) has helped. But the number of human resource hours puts the office behind in managing caseloads, questions, and emergencies that arise at the beiginning of the semester. The second reminder email (which should go out the third week of classes) is now being pushed to the fourth week, which pushes back accommodation letters to the 5th week of classes.

1.3.Not much human resources need to be dedicated to this area as the collaboration is there and the organization of files is taking place. If their services continue to grow, more human resources within SASO will be needed to handle the volume.

2.Increase usage of online accommodation process by 5%, presentation at Bobcat Bound Day by 3%, and increase communication from the office by 4% each academic year.

2.1.Many human resources have gone into making the presentations, however, now that the foundation is built, I do not believe it will expended more time needed in the area. occurred. However, budgetary resources need to be redirected to this area to allow those in the SASO office to attend conferences to better understand the growing needs of students with accommodations.

2.2.Many human resource hours go into making sure emails are sent out with enough time for students to answer, as well as ensuring that all replies are answered, and names are down on the list to receive accommodations. This causes a delay in response for many matters at the beginning of each semester due to the lack of human resources in the office. .

2.3.Many human resources went into revamping the website and the accommodation process. The process was given to a Residence Director who works about 5 hours or less in the office to get completed at the end of Spring 2023. This was due to the lack of human resources and time to complete the revamping from those within the office.

3.The SASO will hold dis/ability training throughout the academic year to increase the knowledge of dis/ability in higher education. SASO is looking to see an increase of 3% of faculty, staff, students using the training courses in the classroom and beyond.

3.1.The lack of knowledge by both students, faculty, and staff is felt in SASO due to the growing number of complaints. More training and workshops need to take place to raise awareness, and knowledge of ADA and students with disabilities on campus.

3.2.Again, more human resources are needed, as the number of presentations and training courses will be limited. Including more extensive training within the mandatory DEI training is a starting place.

3.3.Increasing collaboration with faculty and staff on how to best face situations that see students with disabilities in distress will help to alleviate stress for everyone. Again, human resources and a BIT (Behavior Intervention Team) is needed. We must begin to look at the collaborations as an educational learning process for the student not a punitive process.

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

The yearly plan for the SASO Office was verbally discussed with Dr. Traki Taylor, Provost. Updates with how the plan was going along with obstacles that were handled along the way were reported in all but not limited to those below:

- One on one meetings with the supervisor
- Direct Reports Meetings for Academic Affairs
- Monthly ASN Department Meetings
- Stakeholders across campus

Evidence, artifacts, and or back up documentation: Attached Files

- Emails and Mail Merge Emails.docx
- Email Reminder to Students about Re-Registering .docx
- Numbers of Increase for SASO.xlsx
- Compliance Assist-- MSCHE Report of SASO Students.xlsx
- CTE Presentation- Building a Digitally Accessible Campus.pptx
- D.R. Presentation.pptx
- Accessibility and accommodations-.pptx
- General SASO Prsentation.pptx

Student Support Services

FY 2023 TRIO Student Support Services 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 program 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. (Supports FSU's strategic goal II.A, II.B, and II.C)

2. 82% of all enrolled participants being served will meet the performance level required to be in good academic standing. (Supports FSU's strategic goal II.A)

3. 55% of new participants served by SSS each year will graduate from FSU with a bachelor's degree within six years. (Supports FSU's strategic goal II.A, II.B, and II.C)

Start: 07/01/2022

Providing Department: Student Support Services

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1 Maintain consistent contact with students including individual appointments, first-year orientation classes (ORIE 101), tutoring, workshops, and social/cultural events throughout the academic year. Send important reminders and announcements via email and text message. Provide accommodations in appointment modality by offering appointments in-person as well as virtually via Microsoft Teams or by phone.

1.2 Assist students in developing personal, professional, and academic outcome goals for each semester. Assist students in developing process and action plans to reach these outcome goals. Regularly follow-up on goal progress and attainment.

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 Assist participants in successfully navigating the financial aid process. This includes making participants aware of important information and deadlines surrounding Federal Student Aid, state aid, and scholarships; providing regular reminders about these deadlines; and aiding in completing required tasks such as verification, loan acceptance, and maintaining eligibility. To track participants' FAFSA completion, a FAFSA submission report will be requested from the Financial Aid Office. In addition to assistance with financial aid processes, participants will also receive assistance with improving their financial knowledge and responsibility through our financial literacy program.

2.1 Discuss academic performance and monitor academic goal progress 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. While this is an ongoing process that may occur organically at any point during the student's time participating in the program, these topics are intentionally made a focal point during a participant's final two years of study.

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

1.1 Case notes in Student Access (report generated based on contacts that were recorded by SSS staff throughout the year to track type of contact and reason for contact)

1.2 Semester goal form submitted online through Canvas or during in person meeting

1.3 Enrollment reports from Registrar's Office, list of unpaid accounts from Billing Office, and spreadsheet created and updated by SSS staff of enrollment related issues (not registered, only registered part time, etc.)

1.4 FAFSA postcards sent to all students, case notes in Student Access of individual services and workshop participation

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

2.2 In person tutoring through case notes in Student Access, grade improvements as a result of tutoring on the SSS Contact Log

2.3 Case notes in Student Access, record of workshop completions on Canvas

3.1 End of semester summary, expected graduation date report for all students over 80 credits, Academic Requirement feature on PAWS

3.2 8 semester plan spreadsheet

3.3 Case notes in Student Access

What were the results?:

The 2022-2023 Annual Performance Report was submitted to the Department of Education on January 10, 2024. These are the results for each objective:

1. 89% of participants served by the SSS project persisted or graduated.

2. 90% of participants were in good academic standing.

3. 78% of new participants served by SSS graduated from FSU with a bachelor's degree within 6 years (2017-2018 Cohort).

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

1.1Results

- 2,928 case notes were entered into Student Access, the database that SSS uses, during the 2022-2023 academic year
- 552 contacts were virtual or phone meetings for students who could not or chose not to meet in person

1.2Results

- 165 students completed a semester goal form in the fall and 162 students completed a semester goal form in the spring

1.3Results

- 67 participants were not registered for Spring 2023 by the end of November 2022; 7 participants were not registered by the start of the Spring 2023 semester
- 83 participants were not registered for Fall 2023 by the end of April 2023; 13 participants were not registered by the start of the fall semester

1.4Results

- FAFSA postcards were sent to 214 students
- 182 students received financial aid information or financial literacy services according to the Student Access contacts report
- 15 students completed a financial aid or financial literacy workshop through Canvas, 9 students completed a financial aid or financial literacy workshop in person

2.1Results

- 273 participants received assistance to address goals and academic performance
- 25% of SSS participants received a midterm warning in Fall 2022 (100% of these were offered services to address the midterm warning)
- 24% of SSS participants had a midterm warning in Spring 2023 (100% of these were offered services to address the midterm warning)

2.2Results

- 92 participants received tutoring

2.3Results

- 33 participants completed an online workshop, 17 students attended an in person workshop

3.1 Results

- 275 participants had their credits, GPA, upcoming semester registration, and other indicators tracked on the end of semester summary
- 66 students with over 80 credits were tracked on the upcoming graduates report in Fall 2022, 77 students with over 80 credits were tracked in Spring 2023

3.2Results

- 199 participants currently have an eight-semester graduation plan on file

3.3Results

- 156 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 third year of the five-year grant cycle. The current grant runs from Fall 2020-Spring 2025. Our primary objectives that were outlined in the grant must remain consistent throughout the grant cycle. We will continuously evaluate and update our procedures to ensure that our office is following best practices and that we are fulfilling grant objectives while providing program participants the most beneficial experience possible. For the 2023-2024 year there are a few areas on which we plan to focus.

- Good academic standing was the goal where we had the smallest margin between our goal rate and our attained rate. For the 2023-2024 year we will focus on tutoring and study skills development. Our SSS tutoring numbers declined with the loss of our former Math Specialist and our staff member who could tutor accounting and economics. Our new Math Specialist will focus on increasing math and science tutoring numbers. The rest of the staff will focus on writing and general study skills. We

will send targeted messages to students in certain courses at the beginning of Fall 2023 and Spring 2024 encouraging them to take advantage of tutoring. We will send messages again later in the semesters to students who received midterm warnings to encourage them to come for tutoring and study skills development. In addition to working to increase our own tutoring numbers, we will increase referrals to the Tutoring Center and will assist students with scheduling their first session to help increase the likelihood that they actually attend. We will also focus more closely on our students on probation. We will require them to sign a contract and follow all of the guidelines of the university's Academic Progress Program, in addition to following some additional meeting requirements for SSS.

- Another focus for the 2023-2024 academic year is to increase the use of Navigate. We are committed to learning more about Navigate's capabilities and using its functions to help achieve our program goals while also supporting the university's initiative. We would like to establish a Navigate kiosk that students can use to swipe in for study hall hours or to record that they were seen in our office. We will also use appointment campaigns and the messaging features for increasing student contact.

- Financial aid and financial literacy are services emphasized in the federal SSS regulations. In 2022-2023 only 66% of SSS participants received financial related services. We would like to see the number of students who receive financial aid and/or literacy services increase to over 75% for next academic year.

2. Money does not need to be reallocated for tutoring. It is already a part of the PIF for the professional staff members. Instead, we need to focus on better marketing our tutoring services and helping students realize the value of tutoring. We can do this through email, the SSS newsletter, and campaigns through Navigate.
Carry-over funds that went unspent in 2022-2023 due to a position vacancy for half of the year will be used to purchase a financial literacy platform. We will choose a platform can be used by staff during one-on-meetings and workshops or accessed by students individually. This will help us increase the number of students who receive financial literacy services.

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. In addition, the director had regular contact with the Associate Provost of Student Success and Graduate Education, the Director of Research and Sponsored Programs, the FSU Grant accountant, and the Director of CAAR to communicate SSS program goals, plans, and results.

Evidence, artifacts, and or back up documentation:
Attached Files
- 1.1 SA Total Contact Summary.xlsx
- 1.3 2023 Fall Registration Tracking Sheet.xlsx
- 2.1 Fall 2022 MidTerm Report (SSS).xlsx
- 1.4 Financial Aid and Financial Literacy contacts.xlsx
- 1.1 Phone Contacts Summary.jpg
- 2.1 Academic Contact report.xlsx
- 2.2 Tutoring contacts.xlsx
- 1.3 2023 Spring Registration Tracking Sheet.xlsx
- 1.4 Financial Literacy Workshop participation - Canvas.jpg
- 1.1 Virtual Meeting Contact Summary.xlsx
- 1.4 Financial Literac Workshop participation - in person.jpg
- 2.1 Spring 2023 MidTerm Report (SSS).xlsx
- 1.1 in person contacts summary.jpg
- 2.3 Workshop completion.xlsx
- 3.1 Fall 2022 upcoming grad listing.xlsx
- 3.1 2022 Fall End of Semster Summary.xlsx
- 3.1 Spring 2023 upcoming grad listing.xlsx
- 3.1 2023 Spring End of Semster Summary.xlsx
- 3.3 Career Counseling Report.xlsx
- 3.3 Assistance in Applying to Graduate School contacts.xlsx
- 3.2 8 semester plans.xlsx

Admissions

2023 Admissions Annual Report

Specify your Division/Department Goals Priorities.:

The Frostburg State University Admissions Office affirms its mission to provide pathways for access to higher education. It embodies the spirit of the State of Maryland through our diverse and far-reaching efforts to enroll students at the university. The Admissions Office is committed to developing academic and scholarship opportunities for all students to gain access to a valuable, affordable degree.

The annual goals and priorities for fiscal year 2023 are outlined below:

1.Understand enrollment pipelines to re-prioritize fiscal and personnel resources for future enrollment growth.

2.Develop special recruitment strategies to grow the Latino student population.

3.Implement the new branding design and language into communication.

4.Expand and enhance campus visit programs.

5.Identify opportunities to use technology to improve recruitment process and practices.

6.Leverage institutional aid resources and communication to increase early commits (December-February).

Start: 07/01/2022

Providing Department: Admissions

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.Understand enrollment pipelines to re-prioritize fiscal and personnel resources for future enrollment growth.

•Reviewed performance metrics by student lead source to identify best performing search partners.

○Ended large search contract with Encoura to diversify search partners.

○Cappex demonstrated better yield of name buys; increased purchase of names through Cappex in spring 2023

○Partnered with College Board to purchase student names.

•Used Helio dashboards to inform travel based on high schools.

•Significantly increased spring 2023 travel recruitment to build robust pipeline for fall 2024.

•One of thirteen institutions nationwide to participate in the CommonApp Direct Admit Pilot Program. This program targeted URM students.

•Introduced department letters in recruitment communication.

•Implemented new scholarship program designed to attract more regional and transfer students.

2. Develop special recruitment strategies to grow the Latino student population.

•Developed and implemented print communication in Spanish.
•Added question to application regarding language preference.
•Expanded virtual tour option to include Google translations in different languages.
•Participated in summer Maryland State Park events that attracted Latino families.
•Partnered with Northern Virginia high school to offer virtual events in Spanish.
•Convened work-group who focuses on these enrollment efforts.

3. Implement the new branding design and language into communication.

•Created an omnichannel communication strategy where all communication pieces work together throughout the student journey.

•Implemented new, targeted email campaigns.

•Updated event communication.

•Worked with Fire Engine Red to implement branding elements in print and digital campaigns.

•Started using branded imagery in text campaigns to increase engagement.

4. Expand and enhance campus visit programs.

•Created weekday admitted student program offering a mock class experience.
•Consolidated admitted and committed student events to launch a new orientation event series.
•Developed and launched FSU Scholars Day event to improve early yielding.
•Enhanced pre-event, during event, and post-event communication to improve overall experience.
•New parking and signage available for visitors

5. Identify opportunities to utilize technology to improve the recruitment process and practices.

•Re-implementation of TargetX
•Introduction of workflow processes within Softdocs/Etrieve.
•Improved access to student materials for advisors through Softdocs/Etrieve.
•Introduced billing, alumni, and financial aid texting nights.

6.Leverage institutional aid resources and communication to increase early commits (December-February).

•Added new question to application to automatically consider for scholarships.
•Began awarding Foundation Scholarships – Allegany Opportunity and Program Scholarships.
•Developed and digitally delivered preliminary institutional scholarship offer communications.
•Introduced shorter review and acceptance timelines for scholarship offers.

- Required deposit to secure scholarship and changed language to emphasize funds could be exhausted.

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

SECTIONIII

Measures, Metrics, Process and Results Used to Assess Effectiveness

Goal 1: *Understand enrollment pipelines to re-prioritize fiscal and personnel resources for future enrollment growth.*			
Action Plans	**Metrics to measure how progress of each initiative/strategy is being evaluated**	**Process and results to demonstrate where progress has been achieved / indicators of success**	**Areas where continuous improvement is needed**

1. Understand enrollment pipelines to re-prioritize fiscal and personnel resources for future enrollment growth.

- •Reviewed performance metrics by student lead source to identify best performing search partners.
  - ○ Ended large search contract with Encoura to diversify search partners.
  - ○ Cappex demonstrated better yield of name buys, and increased purchase of names in spring 2023 through Cappex.
  - ○ Partnered with College Board to purchase student names.
- •Utilized Helio dashboards to inform travel based on high schools.
- •Significantly increased spring 2023 travel recruitment to build robust pipeline for fall 2024.
- •One of thirteen institutions nationwide to participate in the Common App Direct Admit Pilot Program. This program targeted URM students.
- •Introduced department letters in the communication campaign.
- •Implemented new scholarship program designed to attract more regional and transfer students.

- •Total funnel volume
- •Yield rate from prospect to applicant
- •Number of high schools visited
- •Yield of applicants to enrolled students by high school.
- •Increase underrepresented minority applications in proportion to the total application volume.
- •Reduction of melt and increased enrollment rates for regional and out of state students.

Most name purchasing is for first-time students. Given the test-optional changes during the pandemic, monitoring and leveraging student search is of critical importance.

*Please note the fall 24 cycle is not yet complete.

Search Records Purchased by FY					
	Encoura	College Board	Cappex	Scholarships.com	Total Purchases
FY 21	40,000	0	1,530	0	41,530
FY 22	40,000	25,000	1,530	0	66,530
FY 23	40,000	20,000	26,530	0	86,530
FY 24	40,000	20,000	1,530	9000	70,530

Now that TargetX is re-implemented, we can get more robust data. A drawback is that it makes historical reporting challenging. Historical enrollment data for terms spring 23 and prior has inaccurate and inconsistent data making analysis on source data inaccurate. The reimplementation fixed the data moving forward.

Below is the table that takes a three-year look at our trends. One area you will notice is that individual visits have decreased, and fairs have increased, and the overall activity has increased year over year. FY23 led to a large increase in first-time and transfer student enrollment. During COVID, we were heavily reliant on individual visits, and the number of student participants was low compared to fairs across the State. Moving forward, we know we need identify the right balance of travel vs in-office recruitment to continue to see growth in enrollment.

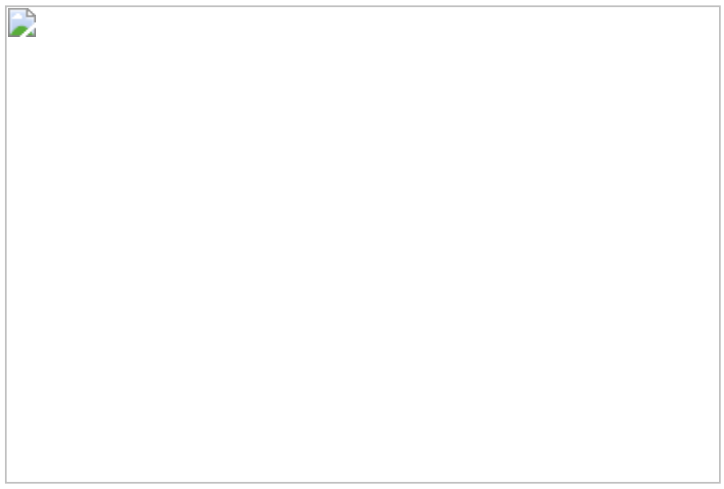
	FY21	**FY22**	**FY23**
Total Activity	**203**	**250**	**264**
FTS Activity	186	214	210
TRN Activity	17	36	54
HS Vists	173	170	137
TRN Visit	5	22	43
HS Fairs	13	44	74
TRN Fairs	12	14	10

In reference to Table 1.1, you will find a variety of enrollment trends that reflect process improvements throughout the pandemic. Post-pandemic, you will find increases in nearly all categories of applications. Below are key highlights of the data.

- •In the last four enrollment periods, fall 2023 melt has been the lowest for all the population segments, with the exception of transfer students.
- •In fall 2022, the Admissions Office implemented two new initiatives – Admission of self-reported GPA and the Common App Direct Admission program. The data that correlates with the success of those efforts is the increases in the percentage of applications who were admitted. This represents the removal of a barrier (the high school transcript) for initial admission review.
- •Transfer student enrollment did rebound, but not as well as other population segments post-pandemic.
- •In fall 2021, we implemented the new REACH scholarship program offering upfront scholarship opportunities to our regional and out of state students. The Admissions Office also prioritized travel to targeted Pennsylvania schools. You will see that the regional student enrollment numbers are increasing year-over year, and there was a 30-student increase in enrollment specifically from fall 2022 to fall 2023 (the largest year over year increase in the past four recruitment cycles).

Overall, the Admissions Office has implemented significant changes over the past three years to reduce enrollment barriers, allow students to enroll earlier, and keep them enrolled once they register for courses.

- •Ongoing analysis of name buying performance by vendor.
- •Because we had not yet fully completed the re-implementation of TargetX, FY24 will have the full report details availability. For FY23, we were still limited in data availability. We need to develop and expand reporting in FY24.
- •Transfer student populations continue to take a long amount of time, and given the volume increases we have experienced along with staff reductions throughout the pandemic, we need to continually analyze our systems and procedures to improve our effectiveness of admitting and enrolling transfer students.

2. Special recruitment strategies to grow the Latino student population. •Developed and implemented print communication in Spanish. •Added question to application regarding language preference. •Expanded virtual tour option to include Google translations in different languages. •Participated in summer Maryland State Park events that attracted Latino families. •Partnered with Northern Virginia high school to offer virtual events in Spanish. •Convened work-group who focuses on these enrollment efforts.	•Number of Spanish communication offerings •Number of individuals engaged with Spanish content. •Increase in Latino/Hispanic student applications.	This effort specifically supports the Strategic Enrollment Plan. Over the next several years, the Latino population will be the largest growth market in Maryland. However, Latino college-going-rate is lower than other population segments, nationally. Because Frostburg is a small institution that offers a family environment, it is a naturally good fit for these students. We continue to develop efforts to increase enrollment of these students while identifying the resources needed to help graduate these students. In December of 2022, a workgroup was established and met throughout 2023 to discuss barriers, identify opportunities, and develop strategies that help to increase enrollment and graduation rates of Latino students. •Currently, the Admissions Office and Marketing departments offer three communication pieces in Spanish. These can be used digitally or in print. Both offices are undergoing efforts to implement digital and radio advertising that is geo-targeted to areas with large Latino populations. •We don't have baseline data regarding the number of individuals interacting with Spanish content. This is something that is currently being measured and will have information available in the next reporting cycle. •Below you will find our enrollment trends of Hispanic/Latino students. This graph demonstrates the increase in overall new student enrollment of students in this population segment. Additionally, in Table 1.2, the increase in the number of Hispanic/Latino student completed applications, saw a significant increase for fall 2023 enrollment. ○In Table 1.2, the geographic layout also demonstrates where Hispanic/Latino students are coming from. The larger the circle, the larger number of applicants from that area. 	•Added a Spanish information question to the application for Fall 2024 – will collect data for next annual report. •Hiring a fluent Spanish speaking staff is very difficult. We have not been successful in attracting multi-lingual candidates to our open positions. The Admissions Office continues to strategize with Human Resources to utilize a variety of methods to attract this skill set to Frostburg.
3. Implement the new branding design and language into communication. •Hired a Recruitment Communication Manager •Created an omnichannel communication strategy where all communication pieces work together throughout the student journey. •Implemented new, targeted email campaigns. •Updated event communication. •Worked with Fire Engine Red to implement branding elements in print and digital campaigns. •Started using branded imagery in text campaigns to increase engagement.	•Number of marketing/recruitment materials with new brand design •Data from Fire Engine Red •Email reporting data from TargetX •Campaign data from Mongoose	The Admissions Office made significant improvements in branding and communication with the hiring of a dedicated Recruitment Communication Manager. The addition of this position allowed use to communicate with a cohesive and impactful strategy across all communication channels. The new, omnichannel strategy integrated communication throughout the recruitment cycle, using more personalized and branded communication. A continued collaboration with Fire Engine Red allowed us to implement new branding elements in both print and digital campaigns, resulting in increased engagement and a stronger brand presence, which we will continue to see the impacts of for the next few years. New with this recruitment cycle, students received ~40 emails for baseline recruitment email campaigns based on student stage, with targeted pre/post event communication as well as responsive emails based on funnel data (ex: If we had a slow week for deposits, we would send additional emails to accepted students to encourage next steps). Introduced 20+ financial aid/scholarship emails to emphasize value of Frostburg education. Our partnership with Mongoose continues to positively impact student engagement, allowing for immediate and personalized, high impact conversations with prospective students. Our first text campaign with images yielded a 53% engagement score (industry standard is 20%). Our second campaign yielded a 73% engagement score. We will continue to look for ways to add value and innovate using this tool. **Fire Engine Red Results** Between February 2022 and July 2022, Fire Engine RED conducted a Junior Search project for Frostburg State University with the primary goal of generating qualified applicants who, if accepted, would deposit, and enroll. When looking at our entire applicant volume, approximately 19% of our applicants engaged with the Fire Engine Red campaign. Those applicants had a slightly higher admit rate (85.9% vs 82.6%) and yielded at a higher rate also (17.2% vs. 12.34%). See appendix for tables and specific data.	Develop expertise in data reporting through Target X and Mongoose to evaluate engagement. Update printed and website to better incorporate branding language and imagery. Compare event show rates in 23/24 to evaluate communication effectiveness.

4. Expand and enhance campus visit programs. •Created admitted student program offering mock class experience. •Consolidated admitted and committed student events to launch new orientation event series. •Developed and launched FSU Scholars Day event to improve early yielding. •Enhanced pre-event, during event, and post-event communication to improve overall experience. •New parking and signage available for visitors	•Student satisfaction of visit experience. •Percent of students with schedules who remain enrolled. •Activity of student deposits during/after event/visit. •Number of students with multiple visits/events.	The Admissions Office made positive changes to campus visit programs, resulting in improved engagement and experiences for prospective students. These events prioritized admitted and committed students, making our work both more efficient and effective. Successfully launching three new events– FSU Scholars Day, Admitted Student Mondays, and Bobcat Bound orientation, we were able to best showcase the Frostburg community earlier and improve yield and decrease melt. Communication throughout the event journey – from marketing efforts to signage when students came to campus – were integrated. Consistency creates confidence and reinforces our commitment to providing exceptional experiences throughout a student's time with Frostburg. •Admitted Student Mondays yielded 68% (n=59) of students who attended. 19 of those students deposited within 30 days of the event. •65% of survey respondents (n=13) indicated Admitted Student Monday made them more likely to enroll at Frostburg State. •The new Bobcat Bound orientation survey respondents (n=114) responded positively to the communication and the event content (4.34 average rating/5).	•More timely and frequent assessment of student feedback. Encouragement of survey completion to obtain higher response rate.
5. Identify opportunities to utilize technology to improve the recruitment processes and practices. •Re-implementation of TargetX •Introduction of workflow processes within Softdocs/Etrieve. •Improved access to student materials for advisors through Softdocs/Etrieve. [KCM1] [KCM2][3] •Introduced billing, alumni and financial aid texting nights.	•Data points available for personalized recruitment. •Email engagement rates. •Reduce time to complete work. •Number of students engaged in texting events.	From December 2022 through June 2023, Admissions worked with TargetX to reimplement the TargetX software. The reimplementation team met twelve times to improve data and functionality of the following TargetX systems: Target X and Salesforce Data Foundations, Email and Events, Portal, and TX Forms. The reimplementation project resulted in improved data accuracy when bringing student information from PAWS to TargetX, making the system more reliable and effective. The reimplementation contract included a "Train the Trainer" series of workshops, focusing on adult learning models. The Recruitment Communication Manager was able to host trainings that have increased user engagement with the TargetX system. Implementing workflow processes allowed admissions staff to immediately be notified of latest items that need to be reviewed. Adding the workflow process also helped create ease of knowing where to find outstanding items that need to be evaluated, compiling them in one central location. As noted earlier in this report, comparison data is unreliable because of problems with the initial implementation of TargetX. Moving forward we will have comparison data to show the use and impact of TargetX systems. •Increased number of texts sent to 36,383 from 35,519 in previous FY. •Increased overall response rate from 15% to 24%.	•Need to implement faculty survey to measure satisfaction with experience and access to documents and identify continued areas for improvement. •Incorporate all application data in TargetX.

6.Leverage institutional aid resources and communication to increase early commits (December-February). •Added new question to application to automatically consider for scholarships. •Began awarding Foundation Scholarships – Allegany Opportunity and Program Scholarships. •Developed and digitally delivered preliminary institutional scholarship offer communications. •Introduced shorter review and acceptance timelines for scholarship offers. •Required deposit to secure scholarship and changed language to emphasize funds could be exhausted.	•Number of scholarships awarded to students by mid-way point of recruitment cycle. •Number of early deposits after receiving scholarship offer. •Number of cancelled applications after receiving scholarship offers. •Date of awarding initial Foundation awards.	Due to the lack of historical/reportable information available, there are two recruitment cycles for data comparison. Additionally, it is important to note that the scholarship model has not been consistent since 2020. As a result of the changes to the scholarship model each year, comparisons in some areas can be difficult to achieve. For fall 23 enrollment (work done in FY23), you will find that the number of early deposits were increased respective to an increase in the number of scholarships that were offered. •August through November, Table 1.3 shows 495 more scholarships were offered in the 22-23 cycle compared to the 21-22 cycle. •The earlier awarding in combination with a more effective communication strategy, committed student numbers increased by 185 students for 22-23 in comparison to 21-22. Additionally, In the 22-23 cycle, Admissions became responsible for awarding the Allegany Opportunity Scholarships and a pilot initiative - Program Scholarship -backed by the Foundation. Furthermore, The admissions application was modified in fall of 2022 to allow students the ability to check that they wish to automatically be considered for scholarships. This created the opportunity to award all qualifying students the Allegany Opportunity and Program Scholarship awards. In comparison, during the 21-22 recruitment cycle, Foundation awards, including those referenced above, were not awarded until after March 1. With initial awarding occurring at the end of October for the referenced Foundation scholarships, the overall goal of driving earlier commitments was achieved. This timeline of awarding also supported the change in communication strategy to “lock-in” their scholarship by committing.	•Prior to the fall 2022 enrollment cycle, scholarship tracking and methodology was manually. During the Pandemic there was not an identifiable strategy on how aid was utilized to meet enrollment goals. We must continue to systematize our processes and track our progress in support of enrollment initiatives. •The move to SFP created several challenges for the enrollment/recruitment cycle. We need to work quickly with Helio and Financial Aid to get the information re-integrated with our dashboards and reporting.

What were the results?:
Please see table above.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?:
The work done in fiscal year 2023 set the necessary groundwork to enhance and innovative recruitment and enrollment strategies. Now that this foundation is established, we can turn our attention to our transfer student enrollments and continue to innovate and identify improvements to their experiences. Additionally, the results and success of fiscal year 2023 unknowingly positioned us to make difficult decisions to reduce work due to reduce budget allocation for the Admissions Office. Lastly, the emphasis on financial aid is a critical area as the FAFSA is undergoing a complete overhaul and likely to create challenges for students and institutions.

How was this plan and results conveyed to your Division/Department?:
Attached a copy of the annual report and shared via email with the Provost and review the report with the Admissions department.

Evidence, artifacts, and or back up documentation: Attached Files
FY23 Admissions Department Annual Report.pdf

Assessment and Institutional Research

2023 AIR Annual Report

Specify your Division/Department Goals Priorities.:

1. Provide analytical support for academic and administrative assessment efforts (FSU Strategic Plan, Goal 4).

2. Conduct research studies that both support specific campus priorities and help to identify and address institutional needs proactively (FSU Strategic Plan, Goals 1 and 4).

3. Provide training and technical support in an effort to enhance institutional and student learning assessment (FSU Strategic Plan, Goals 1 and 4).

Start: 07/01/2022

Providing Department: Assessment and Institutional Research

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

   - Take a leadership role in preparing and working with campus constituents for self-study visit in 2025 throughout the academic year.

2. *HelioCampus* and Anthology platforms (Department Goal 3)

   - Facilitate campus-wide use of *HelioCampus* and Campus Labs Compliance Assist/Planning platforms throughout the academic year.

3. College Realignment (Department Goals 1 and 2).

   - Ensure campus resources relating to AIR transition smoothly with the college realignment during FY 2023.

4. Digital syllabi repository (Department Goal 1).

   - Create and manage a digital repository for each course taught by each department for the fall 2023 semester.

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

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

   - Take a leadership role in preparing and working with campus constituents for self-study visit in 2025. *Serve on several sub-committees and attend steering committee meetings.*

2. *HelioCampus* and Anthology platforms (Department Goal 3)

   - Facilitate campus-wide use of *HelioCampus* and Campus Labs Compliance Assist/Planning platforms. *Organize and manage a HelioCampus training for campus stakeholders.*

3. College Realignment (Department Goal 1s and 2).

   - Ensure campus resources relating to AIR transition smoothly with the college realignment. *Realign departments to new colleges within HelioCampus, CoursEval, Planning, and other platforms managed by AIR.*

4. Digital syllabi repository (Department Goal 1).

   - Create and manage a digital repository for each course taught by each department for the fall 2023 semester. *Work with IT to develop space within the campus shared drive to house departmental syllabi by term.*

What were the results?:

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

   - Take a leadership role in preparing and working with campus constituents for self-study visit in 2025. *Serve on several sub-committees and attend steering committee meetings.*

     Assessment: Attendance and participation at the steering committee, writing sub-committee, and data sub-committee meetings as well as meeting with the mock site visitor. (See artifacts section for steering committee minutes.)

2. *HelioCampus* and Anthology platforms (Department Goal 3)

   - Facilitate campus-wide use of *HelioCampus* and Campus Labs Compliance Assist/Planning platforms. *Organize and manage a HelioCampus training for campus stakeholders.*

     Assessment: Four different trainings were held on September 20th, 2023: 1) for administration, 2) for admissions, CAAR, and financial aid staff, 3) for college deans/department chairs, and 4) for Middle States committee members. (See artifacts section for recording of training and training evaluation survey results.)

3. College Realignment (Department Goal 1s and 2).

   - Ensure campus resources relating to AIR transition smoothly with the college realignment. *Realign departments to new colleges within HelioCampus, CoursEval, Planning, and other platforms managed by AIR.*

     Assessment: Successful transition from old college structure to new within all platforms managed by AIR: *HelioCampus*, CoursEval, Compliance Assist Planning, and others. (See artifacts section for screenshot of Sharepoint for college realignment working group on which AIR staff served.)

4. Digital syllabi repository (Department Goal 1).

   - Create and manage a digital repository for each course taught by each department for the fall 2023 semester. *Work with IT to develop space within the campus shared drive to house departmental syllabi by term.*

     Assessment: 100% of departments archiving each course's syllabi within their department in a folder on the U: drive for fall 2023. This practice will continue into future terms. (See artifacts section for screenshot of U; drive folder departmental administrative assistants accessed to upload their course syllabi.)

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

Impact on operations has been significant as AIR was able to deliver crucial campus data to campus stakeholders in preparation for planning, reporting, and implementing university strategies. Deliverables include reaching a large section of constituents with HelioCampus and Campus Labs training sessions, playing key roles on the Middle States accreditation team, restructuring internal process related to college realignments, and the creation of the digital repository to increase campus efficiencies.

Given the finite nature of campus budgets due to the enrollment challenges of small, regional, comprehensive, public universities, we do not anticipate an increase in human or fiscal resources for the foreseeable future.

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

As part of the AIR weekly staff meetings (either in-person or through Microsoft Office Teams), we pull up our goals quarterly to ensure we are making progress. We also reviewed/updated results and aligned progress 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 and feedback sought through staff meetings, projects, reports, and our departmental website.

Evidence, artifacts, and or back up documentation:

Attached Files

- Middle States Steering Committee minutes.pdf
- 2023-HelioCampus-Training.pdf
- RE evaluation HelioCampus training (deans and chairs).msg
- College Realignment Working Group Sharepoint.JPG
- U drive for Digital Syllabi Repository.JPG

Center for International Education

FY2023 Center for International Education Assessment Report

Specify your Division/Department Goals Priorities.:

1. Formalize expectations and emergency procedures for Study Abroad experiences (Aligned with FSU Strategic Plan Goal IV)
2. Increase Study Abroad Participation by faculty/staff (Aligned with FSU Strategic Plan Goal II)

Start: 01/01/2022

Providing Department: Center for International Education

End: 12/31/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1. Review, edit, and update Faculty-led Study Abroad Handbook in accordance with best practices during academic year.

1.2. Review, edit, and update CIE Study Abroad Emergency Plan in accordance with guidance from the U.S. State Department, consistent with institutional policies and procedures during the academic year.

2.1. Create and implement a Faculty/Staff Overseas Volunteer Experience to increase the scope of opportunities for students to participate in Study Abroad during the academic year.

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

1.1. When completed, the CIE will have an up-to-date handbook for all faculty proposing a study abroad experience for FSU students.

1.2. The CIE will have an updated emergency plan booklet for all faculty members and students who participate in overseas experiences.

2.1. The CIE will provide a list of FSU faculty and staff who have participated in an overseas volunteer experience. In addition, the CIE will collect program evaluations from the participants to determine their levels of satisfaction for the experience.

What were the results?:

1.1. The Faculty-led Study Abroad Handbook is an essential manual for faculty as it helps instructors understand the operations of planning and executing study abroad programs. As institutional policies and procedures have changed over the past five to ten years, it was necessary to make these changes to our handbook so that instructors have accurate details. The results of the updated handbook provide our instructors with up-to-date information for planning study abroad programs; therefore, they can be more confident in preparation of their overseas experience. This priority is complete.

1.2. Due to the pandemic and the increase of mental health issues among college students, imperative changes to the emergency plan for faculty-led study abroad programs were required. The CIE has dealt with an increasing number of emergencies over the past five to ten years. In consultation with FSU emergency team members, affiliated study abroad program providers, other USM schools, U.S. Department of State, and our international partner schools, the CIE made necessary changes to the emergency plan. The results of this plan now include updated details for how our department should handle emergencies associated with pandemics and students with mental health issues. This priority is complete.

2.1. Since the CIE must postpone the global volunteer experience to the following year, we do not have results to assess, other than the proposal that was submitted and denied due to cost factors. The CIE will continue this action plan into the next year. We are confident that a less expensive alternative will be approved and ready for recruitment in 2024. This priority will be on-going.

How have the results impacted 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. No resources were allocated or redistributed for the new version of the Faculty-led Study Abroad Handbook. It took the CIE director hours of time to research policies, procedures, and best practices then the actual changes were made to the handbook. The results of the updated handbook have impacted the instructors who are planning to take students overseas in the coming year. They are better equipped with the information needed for their global program. In partnership with other departments and stakeholders, the CIE will continue to make updates as needed.

1.2. No resources were allocated or redistributed for the revision of the emergency manual. The CIE director did spend hours reviewing policies, procedures, best practices, and consulting with stakeholders before making the necessary updates to the emergency plans. The results of the updated emergency manual have already proven to benefit the CIE. We have needed to utilize the updated emergency plan for study abroad participants who experienced serious mental health issues while overseas. The emergency plan provided the CIE with informative guidance when assisting the students and the host universities. In partnership with other departments and stakeholders, the CIE will continue to make updates as needed.

2.1. The plan for a staff and faculty global volunteer experience did not impact the operations since the CIE did not yet obtain approval. Resources were not allocated or redistributed for this action plan. We do anticipate this program to run in the coming year; therefore, the CIE will apply for funding through the FSU Foundation to offset the costs for participants.

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

1.1. The CIE informed the International Education Council, Provost Office, CIE staff, and General Counsel about plans to update the Faculty-led Study Abroad Handbook and received feedback during its development. The final version was shared with all the above.

1.2. The CIE informed the International Education Council, Provost Office, CIE staff, Student Counseling Center, Student Affairs, and General Counsel about the plan to update the CIE Emergency Plan and received feedback during its development. The updated version of the plan was shared with all the above with the addition of University Police.

2.1 The plan and results for a staff and faculty volunteer experience have been shared with the International Education Council, Provost Office, CIE staff and received feedback. After the CIE receives approval for a revised (less expensive) trip, information will be provided by email to all faculty and staff and recruitment will begin. Since this action plan is continuing into the next year, participation results and survey results will be provided in next year's assessment report.

Evidence, artifacts, and or back up documentation:

Attached Files

- Assessment Report FY2023.docx
- Faculty-led Study Abroad Handbook.pdf
- CIE Emergency Response Manual.pdf
- Proposal for Faculty and Staff Volunteer Experience in Barcelona.docx

College of Business

2023 College of Business Annual Report

Specify your Division/Department Goals Priorities.:

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

Start: 07/01/2022

Providing Department: College of Business

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Goals 1, 2, and 3:	Please note: all the Department levels reporting roll up to the College level and individual departmental Compliance Assist reports are assumed to be subsumed within the College level plan but are not repeated here to eliminate duplication and redundancy. Please review those unit reports for more granular coverage of college level activity. Below are the 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, deliver, and promote academic programs that prepare students for professional success. Please note that the primary activity in the creation and improvement of academic programs takes place at the department level, which is led by faculty, and reported in each of the Departmental Plans. In addition to that, at the College level, following initiatives take place:

Tactical Initiative IA.4: Two+ notable curricular improvements in the College core curriculum. Full assessment of curriculum was conducted and reported in AACSB CIR (continuous improvement report) 2020, as submitted in the 2021 CA report. As a follow up of the process, Core (earlier, CB- common ore business knowledge) courses are reviewed and revitalized, as appropriate. Two professional development courses worth a combined 3 credits are replaced by a technology proficiency course in business of same credit in an effort to bolster technological proficiency within our graduates.

Tactical Initiative IA.9: Monitor student learning outcomes through AoL: In the spirit of continuous assessment, Assurance of Learning assessments are conducted on a regular basis. Respective faculty members are contacted by the AoL Coordinator toward coordinating “closing-the-loop” activities. At the college level, SLAAG and GLAAG reports are generated and disseminated with UAC and AIEC.

Tactical Initiative IA.10: Maintain existing international partnership with HUTB: The college enhanced its commitment and re-negotiated the MoU with international partner, HUTB, China for B.S. in Economics program in 2020-21. In such fulfillment, FSU faculty members have delivered courses in Accounting, English, Finance and Economics for the HUTB program each Summer and Fall terms. A high-level delegation led by the FSU President also visited the HUTB campus to conduct the first commencement ceremony of Cohort 4 of 74 students at the HUTB Campus in June 2023.

Tactical Initiative IB.6: Facilitate organizational field visits and job-shadowing experiences: The college, via its Student Engagement Program, provides support for student engagement activities, and extra-curricular experiences through “student engagement fund” that provides funding support to student organizations for field trips, and faculty led professional engagement events for students, faculty, and the campus community at large. College facilitated and hosted an etiquette dinner in Spring 2023 attended by over 12 alumni, along with guest speakers, alumni mentors, and members of the Advisory Board.

Goal 2: Attract, develop and retain a diverse population of students, faculty, and staff. At the department levels, faculty are engaged in attending campus open house events, offering support to transfer students, travel abroad and teach at partner institution campuses in China and Germany to attract, develop and retain a diverse student body. Additionally, at the college level, the following activities take place:

Tactical Initiative IIA.2: Visit regional high schools and community colleges: The college leadership visits USM Hagerstown campus and community colleges to establish meaningful collaborations and partnerships and enhance outreach.

Tactical Initiative IIA.6: Explore partnerships with international educational institutions. The college has undertaken initiatives toward establishing prospective international education partnerships with several institutions in Asia (Amity University in Singapore, IUKL in Malaysia, Hubei University of Economics in China, and IIM Bodh Gaya in India).

Tactical Initiative IIA.9 Guide students to participate in research symposia, competitive case competitions, and conferences, and professional networking opportunities. The college Student Engagement Fund supported faculty-led student trips for the Marketing Club and SHRM to attend academic and professional conferences as well as networking opportunities in their subject areas.

Tactical Initiative IIB.6 Facilitate new faculty training in University LMS and advising and retention tools: College facilitates training of Canvas LMS, and video conferencing technology for new and existing faculty members for the main campus, and the HUTB program. Faculty teaching core coursework in the MBA faculty are also encouraged and incentivized to get their courses certified by the prestigious Quality Matters™ certification.

Tactical Initiative IIB.11 Gather data on all faculty achievements from faculty/chair reporting. The college routinely collates department level faculty achievement information and disseminate to relevant audiences via semi-annual newsletters, more contemporaneously generated newsfeeds, and other spontaneous announcements made by the dean and department chairs.

Goal 3: Promote economic development and regional engagement: 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. Faculty members have provided consulting services, and conducted workshops targeted towards local and regional business development, and these activities are captured at the Departmental reporting. In addition to that following activities take place at the college level:

Tactical Initiative III.2 Offer workshops based on community needs. The college supported CREED director serves as the focal point of contact for community needs and organized discussion panels in partnership with regional business organizations and the Allegany County Chamber of Commerce.

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

Goal 1: Create, deliver, and promote academic programs that prepare students for professional success.

Tactical Initiative IA.4: Two+ notable curricular improvements in the College core curriculum.
Number of course revisions, or updates in the CBK.

Tactical Initiative IA.9: Monitor student learning outcomes through AoL.
Number of events and number of attendees.

Tactical Initiative IA.10: Maintain existing international partnership with HUTB.
Enrollment numbers of HUTB program.

Tactical Initiative IB.6: Facilitate organizational field visits and job-shadowing experiences.
number of events and number of attendees

Goal 2: Attract, develop and retain a diverse population of students, faculty, and staff.

Tactical Initiative IIA.2: Visit regional high schools and community colleges:
No. of visits to USM Hagerstown campus and community colleges

Tactical Initiative IIA.6: Explore partnerships with international educational institutions.
No. of international outreach.

Tactical Initiative IIA.9 Guide students to participate in research symposia, competitive case competitions, and conferences, and professional networking opportunities.
No. of events and impacted faculty members and students.
Tactical Initiative IIB.6 Facilitate new faculty training in University LMS and advising and retention tools: No. of faculty members participated.
Tactical Initiative IIB.11 Gather data on all faculty achievements from faculty/chair reporting. No of departmental updates shared in CEC meetings.

Goal 3: Promote economic development and regional engagement:
Tactical Initiative III.2 Offer workshops based on community needs. No. of events organized.

What were the results?:

Goal 1: Create, deliver, and promote academic programs that prepare students for professional success.
Tactical Initiative IA.4: Two+ notable curricular improvements in the College core curriculum.
Two PD courses – MGMT110 and MGMT310 combined three credits, were replaced with a business analytics course. Business core courses were reviewed internally at the departmental and college curriculum committee levels. Process is ongoing.
Tactical Initiative IA.9: Monitor student learning outcomes through AoL.
A new faculty lead has taken over as Assurance of Learning coordinator. Graduate and undergraduate assessment is reported in SLAAG and GLAAG report, appended separately.
Tactical Initiative IA.10: Maintain existing international partnership with HUTB.
Three cohorts of HUTB students are currently enrolled. A total of # students in HUTB campus.
Tactical Initiative IB.6: Facilitate organizational field visits and job-shadowing experiences.
2 Faculty members, and approximately 20 students attended the Marketing and SHRM conferences.

Goal 2: Attract, develop and retain a diverse population of students, faculty, and staff.
Tactical Initiative IIA.2: Visit regional high schools and community colleges:
The Dean and Associate Dean visited USMH campus twice, and the Dean visited FCC and HCC. USMH Director also has been visiting the regional community colleges for student recruitment and promotional purposes.
Tactical Initiative IIA.6: Explore partnerships with international educational institutions.
2 continuing partnerships (HUTB, IIMBG), 2 (UCT Czech Republic, and Amity University Singapore).
Tactical Initiative IIA.9 Guide students to participate in research symposia, competitive case competitions, and conferences, and professional networking opportunities.
2 Faculty members, and approximately 20 students attended the Marketing and SHRM conferences.
Tactical Initiative IIB.6 Facilitate new faculty training in University LMS and advising and retention tools: One new faculty member on the main campus and three newly faculty members were recruited for the HUTB campus.
Tactical Initiative IIB.11 Gather data on all faculty achievements from faculty/chair reporting. Department chairs share at CEC meetings, and data is collated at the Dean's office.

Goal 3: Promote economic development and regional engagement:
Tactical Initiative III.2 Offer workshops based on community needs. Two CREED events were well attended with members of the community, industry experts, faculty members and students participating.

How have the results impacted 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 college remains committed to supporting the three main strategic goals that in turn are related to ensuring continuous improvement in student learning experiences, and student preparedness for professional success. Three goals are:
-Goal 1: Create, deliver, and promote academic programs that prepare students for professional success.
-Goal 2: Attract, develop and retain a diverse population of students, faculty, and staff.
-Goal 3: Promote economic development and regional engagement.
FSU has gone through a significant re-organization of its colleges, and the newly envisioned multi-disciplinary college now houses four non-business departments along with the four business departments. The college remains committed to supporting the missions of all the accredited programs, and other programs now housed within the eight departments.
Student Engagement Fund, going forth, will support faculty and student led cocurricular and extracurricular activities across all the departments. The Dean's office, given budgetary constraints, will attempt to provide resources and support for the faculty to be successful and remain research productive as required and expected by the various respective accreditation bodies (AACSB, ABET, and COAPRT).

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

Goal 1: Create, deliver, and promote academic programs that prepare students for professional success.
Tactical Initiative IA.4: Two+ notable curricular improvements in the College core curriculum.
Through college committees, department chairs, CEC meetings, and at the College retreat.
Tactical Initiative IA.9: Monitor student learning outcomes through AoL.
Through college committees, department chairs, CEC meetings, and at the College retreat.
Tactical Initiative IA.10: Maintain existing international partnership with HUTB.
Through department chairs, CEC meetings, and at the College retreat.
Tactical Initiative IB.6: Facilitate organizational field visits and job-shadowing experiences.
Through college committees, department chairs, CEC meetings, and at the College retreat.

Goal 2: Attract, develop and retain a diverse population of students, faculty, and staff.
Tactical Initiative IIA.2: Visit regional high schools and community colleges:
Through department chairs, CEC meetings, and at the College retreat.
Tactical Initiative IIA.6: Explore partnerships with international educational institutions.
Through department chairs, CEC meetings, and at the College retreat.
Tactical Initiative IIA.9 Guide students to participate in research symposia, competitive case competitions, and conferences, and professional networking opportunities.
Through department chairs, CEC meetings, at the College retreat, and periodic newsfeeds.
Tactical Initiative IIB.6 Facilitate new faculty training in University LMS and advising and retention tools: Through department chairs, and at CEC meetings.
Tactical Initiative IIB.11 Gather data on all faculty achievements from faculty/chair reporting.
Through department chairs, CEC meetings, and at the College retreat, and periodic newsfeeds.

Goal 3: Promote economic development and regional engagement:
Tactical Initiative III.2 Offer workshops based on community needs. Through department chairs, CEC meetings, at the College retreat, and periodic news feed.

Evidence, artifacts, and or back up documentation: Attached Files
SLAAG GLAAG CoB 2023 6.1.2023 (1).docx

Accounting

ACCT Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

GOAL 1: Create, deliver, and promote academic programs that prepare students for professional success.
GOAL 2: Attract, develop and retain a diverse population of students, faculty, and staff.
GOAL 3: Promote economic development and regional engagement.

Start: 07/01/2022

Providing Department: Accounting

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

GOAL 1A Develop programs to enrich the Accounting Program curriculum. FSU Goal 1A/4A/4B
- Tactic 1A1 Notable curricular improvements in the department's core curriculum.
- Tactic 1A2 Monitor student learning outcomes through AoL.
- Tactic 1A3 Maintain existing international partnership with HUTB.

GOAL 1B Advance experiential/applied education and engagement of students in curricular and co-curricular activities. FSU Goal 1B/3B/4B
- Tactic 1B1 Inventory courses offering high-quality, integrative applied experiences - continuing to offer an external certification in QuickBooks within an existing ACCT 305 course
- Tactic 1B2 Facilitate student internships/ apprenticeship opportunities – hosting recruitment events to connect students with employers.

GOAL 2A Serve a diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults. FSU Goal 4A
- Tactic 2A1 Represent the Accounting Program at campus Open Houses and similar recruiting events.

Goal 2B: Recruit, develop, and retain qualified faculty and staff. FSU Goal 2A/2B/4B
- Tactic 2B1 Facilitate attendance at University New Faculty Orientation - both new faculty members who joined in fall 2022 attended the university's new faculty orientation.
- Tactic 2B2 Assign experienced faculty mentors to new faculty members – new faculty members were assigned with experienced faculty mentors.
- Tactic 2B3 Facilitate new faculty training in University LMS and advising and retention tools – new faculty members were trained in University LMS and advising and retention tools.

GOAL 3A Engage students and faculty to assist businesses/organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs. FSU Goal 3A/4D
- Tactic 3A1 Facilitate curricular and service-learning projects for local and regional organizations – getting ready to restart the Volunteer Income Tax Assistance (VITA) program.

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

Tactic 1A1: SCH, continuation of courses, number of new courses
Tactic 1A2: SCH, number of courses updated
Tactic 1A3: SCH, continuation of programs
Tactic 1B1: Number of students certified
Tactic 1B2: Number of recruitment events hosted, number of attendees
Tactic 2A1: Number of events participated
Tactic 2B1: Number of university orientation events attended
Tactic 2B2: Tracking of signed mentorship agreements and their execution
Tactic 2B3: Number of training sections attended
Tactic 3A1: Whether sufficient resources are allocated for the VITA program

What were the results?:

Tactic 1A1: Ongoing, alignment of current courses with the Blueprints, with new course paperwork started
Tactic 1A2: Ongoing, new initiatives to assess two new CoB AoL competencies in accounting courses have begun
Tactic 1A3: 115 students enrolled in ACCT 211 for Summer 2023 - generating 345 SCHs
Tactic 1B1: Eight students externally certified during one semester
Tactic 1B2: hosted two recruiting events on 11/29/2022 for Zachary Hart, Perry and Associates, and 3/29/2023 for DeLeon & Stang, 24 students attended
Tactic 2A1: Participated in Campus Open House events and the majors' fair
Tactic 2B1: Both new faculty members participated in all university orientation events
Tactic 2B2: two mentorship agreements were signed and the mentorship plans were executed and reviewed.
Tactic 2B3: New faculty members were trained in University LMS and advising and retention tools
Tactic 3A1: sufficient resources were allocated for the VITA program

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

Tactic 1A1: Ongoing - new paperwork has begun to present potentially one new course and realign two other courses
Tactic 1A2: Ongoing – working closely with the CoB AoL coordinator and committee to start the process of assessing two additional competencies in ACCT 211 and ACCT 212
Tactic 1A3: Summer 2023 sections were successfully taught in person; continuing to provide resources to get the sections covered in the upcoming year.
Tactic 1B1: Continual financial support from the College to certify Accounting students with an extremely essential workplace tool (QuickBooks). Adapt to the constantly evolving software over time. The department plans to incorporate more external professional certificates in its curriculum.
Tactic 1B2: Keeping the momentum to have more employers hosting on-campus recruiting events and incentivizing students to participate.
Tactic 2A1: Continuing to participate in university-level recruiting events
Tactic 2B1: Continually offer support for junior faculty members through close mentor relationships and training
Tactic 2B2: Continually support junior faculty members to grow
Tactic 2B3: Continually encourage junior faculty members to take advantage of internal and external training opportunities.
Tactic 3A1: Continuing to prepare for the restart of the VITA program, including communicating the opportunity to students enrolled in the tax class.

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

The department keeps communication channels open, and this plan was the result of extensive discussions and consensus-building among the faculty, which garnered significant buy-in from the faculty. The execution of the plan reflects the collective efforts of our faculty.
Tactic 1A1: The department chair disseminated relevant information through faculty meetings and other internal communications - the department reached a consensus to work on the alignment.
Tactic 1A2: Faculty members volunteered to start the process of assessing two additional competencies in ACCT 211 and ACCT 212.
Tactic 1A3: ACCT department faculty were committed to teaching ACCT 211 for the HUTB program in person in the future.
Tactic 1B1: Consensus of the ACCT Department for utilizing/incorporating external certificates within a course requirement.
Tactic 1B2: Internal communication through the FSU network and partnership/recruiting communication with external accounting firms
Tactic 2A1: Internal communication through the FSU network.

Tactic 2B1: Internal communication through the FSU network.
Tactic 2B2: Internal communication through the FSU network
Tactic 2B3: Internal communication through the FSU network
Tactic 3A1: Internal communication with the VITA Coordinator and administration.

Evidence, artifacts, and or back up documentation:

Economics

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:
Goal 1: Create and deliver superior academic programs that prepare students for professional success. Supports 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.

*Please note that these are College goals, and the Department supports tactics and activities that are aligned with Goal 1 for this year.

Start: 07/01/2022

Providing Department: Economics

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:
Goal 1A.1: Move the Business Economics concentration to Business Administration as a concentration within that major. Slightly modify the General Economics concentration. Eliminate Quantitative Economics concentration and the Public Policy Economics concentration.

Goal 1A.2: Assess the collaborative program with the Hunan University of Technology and Business (HUTB), China.

Goal 1B.1: Solicit opportunities for internships, field experiences in economics.

Goal 1D.1: Continue to implement assessment of student proficiency in the Economics' curriculum.

What are the Measures/Metrics used to assess effectiveness?:
Goal 1A.1: Continued work on the curriculum revision process for economics.

Goal 1A. 2: Mean score on the HUTB Assessment Exam.

Goal 1B.1: Quality of student's applied projects.

Goal 1D.1: Student scores on ECON "Majors Exam".

What were the results?:
Goal 1A.2: Cleo Kluegel administered the Economics Assessment exam to HUTB students in Spring 2023. The exam was taken by approximately 120 students. The overall average was 53% correct for all questions. Although this is still not fantastic, it represents a marked improvement from the approximate 25% the previous year.

Cleo also scored each section of the exam and each individual question. The scores for each section were as follows: Macro Statistics 52.6%; Macro Analysis 48.7%; Money and Banking 59.8%; Consumer Behavior 51.9%; Supply and Demand 55.3%; The Theory of the Firm 58.05%; Econometrics 44.1%. These results maybe partially due to the fact that this is a difficult exam. The placement rate for FSU's HUTB economics students is approximately 98% and those students have also ben very successful in obtaining admittance to graduate schools in several countries.

Goal 1B.1 For this project students were evaluated from 1-5 on seven different standards. Students performed very well. the average scored are reported as follows: Definition of Problem 4.6; Conclusions 4.8; Pattern of Argument 4.4; Acceptability of Premises 4.6; Possible Objections 4.2; Response to Objections 4.6; Limitations and Outcomes 4.6. The overall average was 4.54

In Econ 491, Seminar in Economics, the Economics capstone course, students conduct economic analysis on a topic of their choice. They complete a project presentation, and submit a written report graded with a rubric that scores economic content, grammar, and writing style. Students have a long history of dong very well on the applied project in ECON 491. Alumni have mentioned the project in correspondence with Econ faculty as part of the reason for their success in the job market. Spring 2023 was no exception. Students average grade on their projects was 93 percent.

Goal 1D.1 The results from the Econ Assessment Exam (The Majors Exam) given in Spring 2023 were as follows: The exam was only taken by 5 students. Macro Statistics 55%; Macro Analysis 55%; Money and Banking 70%; Consumer Behavior 55%; Supply and Demand 75%; Theory of the Firm 60%; Econometrics 60%. The total average was 61.43%. Again, the low scores may be partially attributed to that this is a difficult exam. FSU economics students continue to do very well in the job market, and very well in obtaining admittance and funding to graduate schools all over the USA.

How have the results impacted 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?:
Goal1A.2 : Through much discussion with Cleo, we determined that much of the explanation for the low grades on the assessment exam could be attributed to a lack of understanding of the principles of economics. As a part of the agreement with HUTB, the Economics faculty at FSU does not teach the principles level classes at HUTB. They are taught by the HUTB faculty.

However, the FSU faculty can review that material in Intermediate Macroeconomics, Intermediate Microeconomics, Econometrics, and Seminar in Economics. So, I have contacted the faculty members scheduled to teach those courses, given them a copy of the assessment exam, and asked them to review those topics where appropriate. I have also asked them to provide "closing the loop" activities where the faculty member is supposed to propose changes that will increase student learning in these areas.

Goal 1B.1 The Economics Department was well pleased with the results from the ECON 113 applied project and would like to continue that in the future. Since Dr. Rossi's retirement, Suranjana Nabar-Bhudari will be the new instructor for this class.

The department plans to continue the applied project in ECON 491.

Goal 1D.1 According to the results held in the Fall 2023, the department plans to conduct "close the loop" operations to improve the scores on the assessment exam (The Majors Exam)

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

Goal1A.2 This plan was conveyed to the department by contacting the individual instructors at HUTB. The Chair of the FSU Economics Department plans to recontact them prior to the Spring/Summer semester at HUTB in 2024.

Goal 1B.1 Armond reported the results from ECON 113 to the Chair. Suzanne reported the results from ECON 491 to the Chair.

Goal 1D.1 These results were reported in a Department meeting during the Fall 2023. We determined to conduct "close the loop" operations for every question where the grade was less than 60%.

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Economics

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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:

Management

Management FY 23 annual report

Specify your Division/Department Goals Priorities.:

Strategic Initiative I:	Create, deliver, and promote academic programs that prepare students for professional success
Strategic Initiative II:	Attract, develop and retain a diverse population of students, faculty, and staff.
Strategic Initiative III:	Promote economic development and regional engagement

Start: 07/01/2022
Providing Department: Management
End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

IA.4 Two+ notable curricular improvements in College core curriculum

Replaced MGMT 110 (1 cr) and MGMT 310(2cr) with MGMT 200 Introduction to Data Analytics

IA.4 Two+ notable curricular improvements in College core curriculum

Tactical action: Reviewed content in Business Core and changed course names to better reflect the content

IA.1 Conduct exit surveys of undergraduate and graduate students each semester

Tactical action: created an exit survey which includes if the student has a job, if it is in their field, salary, if the students had an internship, and their satisfaction with the classes and the faculty etc

IB.1 Inventory courses offering high-quality, integrative applied experiences

Tactical action: CREATE COURSES WHICH RESPOND TO MARKET NEEDS

IB.5 Facilitate student internships/ apprenticeship opportunities

Tactical action Encourage students to take internships

IIA.1 Represent Business Program at campus Open Houses and similar recruiting events

Tactical action Management faculty host a table at ALL open houses

IIB.11 Gather data on all faculty achievements from faculty/chair reporting

Tactical action. Dept Chair reviews and collates faculty SRED

III.2 Offer workshops based on community needs

Tactical action: In concert with Human Resources, Management faculty created and offers professional development workshops for the University Personnel

III.3 Offer consulting services based on needs of regional organizations

Tactical action: Teaching and Consulting Services to Partners

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

tracked proposal through governance and approved by Faculty Senate

tracked proposal through governance and approved by Faculty Senate

Metrics: Students are identified by name and business concentration

tracked proposal through governance and approved by Faculty Senate

Number of internships

Count of students engaged

Count by faculty of who did what for Journal publications, conference presentations and service

Metrics: count of the number of number of participations. All faculty and staff members are invited to participate. The program is now in its 8th year

Metrics: count of the number of number of participants from the Management department

What were the results?:

All business students will learn a tech skill which they lack and desperately need. Data Analytics skills are needed for their future work

Results: Old MGMT 251 Management of Organizations NEW KNOWLEDGE AND APPLICATION OF MANAGEMENT SKILLS; old MGMT 355 Operations Management, NEW OPERATIONS AND SUPPLY CHAIN MANAGEMENT. Old MGMT 356 Leadership and human behavior, NEW LEADERSHIP AND POWER IN GLOBAL ORGANIZATIONS; Old- MGMT 405 Business Ethics NEW-CORPORATE SOCIAL RESPONSIBILITY AND MORAL REASONING WITHIN ORGANIZATIONS, Old-MGMT485-Business Policy and Strategy NEW STRATEGIC MANAGMENT

The findings are arranged by semester to see what progress is being made and where shortfalls exist

Results: NEW CLASSES: MGMT 324 RAISING RUNDS AND DEVELOPING CAPITAL, MGMT 333, SEX, GENDER AND WORKPLACE RELATIONSHIPS, MGMT 402 PROJECT MANAGEMENT,

Results: Fa 22- 7 Sp 23-8, Summer 23-9

Results: Student names who visited the table are given to the dept chair who sends a personal email to the students thanking them for visiting FSU and offering to help and answer any questions

A snapshot of the productivity of each faculty member which depicts where each member is in relation to their peers

In its 8th year, over 100 faculty and staff have participated

Results: 8 out of 13 (62%) Management faculty Chory, Huh, Kentrus, Levitt, Offstein, McClellan, Monahan, Shah, participated

How have the results impacted 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 of results (future focus): Students will gain a competency which will make them more marketable to employers

Impact of results (resource reallocation): MGMT 110 and 310 was taught by an adjunct. Adjunct no longer needed so there is a $$ savings

Impact of results (future focus): Students knowledge base will be comparable to other institutions

Impact of results (resource reallocation) No new expense

Impact of results (future focus): Customer centered feedback on how we are educating the students and guideposts on where improvement is needed

Impact of results (resource reallocation) no expenses

Impact of results (future focus): More variety for students in selection of electives to gain additional skills

Impact of results (resource reallocation):No new expenses

Impact of results (future focus): Student obtained real world skills and anecdotally received job offers upon graduation

Impact of results (resource reallocation):No new expenses

Impact of results (future focus): Student Enrollment

Impact of results (resource reallocation):No new expenses

Impact of results (future focus): Faculty professional development

Impact of results (resource reallocation):None

Impact of results (future focus):professional development

Impact of results (resource reallocation):the facilitators and organizers of the program do so without any compensation

Impact of results (future focus) shared expertise and furthered the FSU brand

Impact of results (resource reallocation): no cost to the institution

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

Department Meeting, College Meeting and information to university advisors

Department Meeting, College Meeting and information to university advisors

Department Chairs, Dean and Associate Dean, and faculty

Department Meeting, College Meeting and information to university advisors

Department Meeting, College Meeting and information to university advisors

Department Meeting, College Meeting

Department Meeting, College Meeting

University-wide announcements

Department Meeting and college newsletter

Evidence, artifacts, and or back up documentation:

Marketing and Finance

2023 Department of Marketing & Finance Annual Report

Specify your Division/Department Goals Priorities.:

STRATEGIC INITIATIVE I: Create, deliver, and promote academic programs that prepare students for professional success
GOAL A: *Develop programs to enrich the College of Business curriculum*
GOAL B*: Advance and highlight applied educational experiences and student engagement in curricular and co-curricular activities toward enhanced career readiness*

STRATEGIC INITIATIVE II: Attract, develop, and retain a diverse population of students, faculty, and staff.
GOAL A: *Serve a diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults*
GOAL B: *Recruit, develop, and retain a diverse body of qualified faculty and staff*

STRATEGIC INITIATIVE III: Promote economic development and regional engagement
GOAL: *Engage students and faculty to assist organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs*

Start: 07/01/2022

Providing Department: Marketing and Finance

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

STRATEGIC INITIATIVE I: Create, deliver, and promote academic programs that prepare students for professional success
GOAL A: *Develop programs to enrich the College of Business curriculum*
1 - Update all three department programs: BUAD-Finance, BUAD-Global Business, BUAD-Marketing
2 - Create one new analytics course for BUAD-Finance (i.e., Financial Modeling) and BUAD-Marketing (i.e., Digital Marketing Analytics)

GOAL B*: Advance and highlight applied educational experiences and student engagement in curricular and co-curricular activities toward enhanced career readiness*
1 - Continue experiential projects in Marketing: MKTG 363, Advertising and MKTG 469, Marketing Plans Development. Work with the Dean's Office to promote successful student experiential projects.
2 - Continue experiential projects in Finance: FINA 475, Securities Investment. Work with the Dean's Office to promote successful student experiential projects.
3 - Encourage dept. faculty to apply for University PELEF funds to advance experiential projects.
4 - Continue building dept. discipline-related student organizations: Marketing Club, Finance Club, Global Business Club

STRATEGIC INITIATIVE II: Attract, develop, and retain a diverse population of students, faculty, and staff.
GOAL A: *Serve diverse population of **students** that includes traditional undergraduate, first-generation college students, international students, and working adults*
1 - Work with University Admissions and BECM College Dean's Office on participating and supporting recruitment efforts
2 - Continue BUAD-FINA participation in the HUTB China partnership program

GOAL B: *Recruit, develop, and retain a diverse body of qualified **faculty and staff***
1 - Work closely with Human Resources on high-quality faculty and staff recruitment processes
2 - Ensure faculty and staff evaluation, renewal, tenure/promotion processes are fair and follow stated protocol
3 - Maintain formal orientation, onboarding, and mentoring of new colleagues
4 - Celebrate faculty and staff achievements

STRATEGIC INITIATIVE III: Promote economic development and regional engagement
GOAL: *Engage students and faculty to assist organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs*
1 - Engage College Advisory Board members as guest speakers in dept. courses
2 - Engage local businesses/community partners in the creation of student projects
3 - Support and encourage faculty consulting

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

STRATEGIC INITIATIVE I: Create, deliver, and promote academic programs that prepare students for professional success
GOAL A: *Develop programs to enrich the College of Business curriculum*
1 - Update all three department programs: BUAD-Finance, BUAD-Global Business, BUAD-Marketing
***Metric**: # of dept. programs updated*
2 - Create one new analytics course for BUAD-Finance (i.e., Financial Modeling) and BUAD-Marketing (i.e., Digital Marketing Analytics)
***Metric**: # of new courses developed and stage in governance process*

GOAL B*: Advance and highlight applied educational experiences and student engagement in curricular and co-curricular activities toward enhanced career readiness*
1 - Continue experiential projects in Marketing: MKTG 363, Advertising and MKTG 469, Marketing Plans Development. Work with the Dean's Office to promote successful student experiential projects.
***Metric**: # of experiential projects in MKTG 363 and MKTG 469 (# students involved, # businesses involved)*
2 - Continue experiential projects in Finance: FINA 475, Securities Investment. Work with the Dean's Office to promote successful student experiential projects.
***Metric**: # of experiential projects in FINA 475 (# students involved, # businesses involved)*
3 - Encourage dept. faculty to apply for University PELEF funds to advance experiential projects.
***Metric**: # of dept. faculty who applied for PELEF funds, # of projects supported, # students impacted, $ PELEF $ funds awarded*
4 - Continue building dept. discipline-related student organizations: Marketing Club, Finance Club, Global Business Club
***Metric**: # dept. student organizations, # faculty advisors, # students impacted (members of each organization)*

STRATEGIC INITIATIVE II: Attract, develop, and retain a diverse population of students, faculty, and staff.
GOAL A: *Serve a diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults*
1 - Work with University Admissions and BECM College Dean's Office on participating and supporting recruitment efforts
***Metric**: # of recruiting events that had dept. representation / participation, # faculty involved*
2 - Continue BUAD-FINA participation in the HUTB China partnership program
***Metric**: # finance courses taught for HUTB, # finance faculty involved*

GOAL B: *Recruit, develop, and retain a diverse body of qualified faculty and staff*
1 - Work closely with Human Resources on high-quality faculty and staff recruitment processes
***Metric**: # dept. searches. # new hires*
2 - Ensure faculty and staff evaluation, renewal, tenure/promotion processes are fair and follow stated protocol
***Metric**: # renewals, # tenure/promotions*
3 - Maintain formal orientation, onboarding, and mentoring of new colleagues
***Metric**: # new faculty oriented, # faculty involved in faculty mentoring process*
4 - Celebrate faculty and staff achievements
***Metric**: # achievements, # outlets where achievements are circulated*

STRATEGIC INITIATIVE III: Promote economic development and regional engagement
GOAL: *Engage students and faculty to assist organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs*
1 - Engage College Advisory Board members/community members as guest speakers in dept. courses
***Metric**: # Board members/community members as guest speakers, # courses impacted, # students impacted*
2 - Engage local businesses/community partners in the creation of student projects
***Metric**: # businesses in student projects, # courses impacted, # students impacted*
3 - Support and encourage faculty consulting
***Metric**: # faculty consulting projects*

What were the results?:

STRATEGIC INITIATIVE I: Create, deliver, and promote academic programs that prepare students for professional success
GOAL A: *Develop programs to enrich the College of Business curriculum*
1 - Update all three department programs: BUAD-Finance, BUAD-Global Business, BUAD-Marketing
***RESULTS**: Incomplete. Updates still in the dept. being vetted (changes/amendments suggested by dept. colleagues).*
2 - Create one new analytics course for BUAD-Finance (i.e., Financial Modeling) and BUAD-Marketing (i.e., Digital Marketing Analytics)
***RESULTS**: Incomplete. The two new courses are in the draft-stage now. There exists a mock syllabus for each. The discipline faculty are in process of reviewing each new course's proposal and mock syllabus. The next step is the BECM College Curriculum Committee.*

GOAL B: *Advance and highlight applied educational experiences and student engagement in curricular and co-curricular activities toward enhanced career readiness*
1 - Continue experiential projects in Marketing: MKTG 363, Advertising and MKTG 469, Marketing Plans Development. Work with the Dean's Office to promote successful student experiential projects.
***RESULTS**: MKTG 363 (Spring only course) had 2 client-based projects = 2 client businesses, 26 students ; MKTG 469 (Spring only) had 3 client-based projects = 3 client businesses, 12 students*
2 - Continue experiential projects in Finance: FINA 475, Securities Investment. Work with the Dean's Office to promote successful student experiential projects.
***RESULTS**: FINA 475 (Spring only course) had 2 experiential class projects on investing, no actual client businesses, 7 students*
3 - Encourage dept. faculty to apply for University PELEF funds to advance experiential projects.
***RESULTS**: Dept. had several awardees: MKTG: a PELEF awardee rec'd $4,656 PELEF funds plus $2,400 from College's SEP (Student Engagement Fund) to participate in a collegiate conference in New Orleans (14 students and 1 faculty advisor attended) ; FINA: a $2,500 College's SEP (Student Engagement Fund) to participate in a collegiate conference in New York (4 finance students and 1 faculty advisor)*
4 - Continue building dept. discipline-related student organizations: Marketing Club, Finance Club, Global Business Club
***RESULTS**: MKTG Club has 26 student members and 1 faculty advisor ; FINA Club has 8 student members and 1 faculty advisor ; GB Club has 5 student members and 1 faculty advisor*

STRATEGIC INITIATIVE II: Attract, develop, and retain a diverse population of students, faculty, and staff.
GOAL A: *Serve a diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults*
1 - Work with University Admissions and BECM College Dean's Office on participating and supporting recruitment efforts
***RESULTS**: Chair attended one Fall and one Spring Open House event (College Chairs share the dates) ; chair participated in one Bobcat Day Fall event ; Chair participated in College's FBLA-Garrett County student recruitment event*
2 - Continue BUAD-FINA participation in the HUTB China partnership program
***RESULTS**: 2 full-time finance professors and 2 adjuncts taught finance courses for HUTB, ~460 HUTB students*

GOAL B: *Recruit, develop, and retain a diverse body of qualified faculty and staff*
1 - Work closely with Human Resources on high-quality faculty and staff recruitment processes
***RESULTS**: One successful new FINA hire*
2 - Ensure faculty and staff evaluation, renewal, tenure/promotion processes are fair and follow stated protocol
***RESULTS**: Three successful renewals (FINA & GB); no tenure/promotion applications ; 1 faculty member promoted to Administrative position in the Dean's office*
3 - Maintain formal orientation, onboarding, and mentoring of new colleagues
***RESULTS**: One new hire onboarded and paired with a dept. colleague as Mentor (College's formal Mentoring process followed)*
4 - Celebrate faculty and staff achievements
***RESULTS**: There is no assessment in terms of celebrating faculty/staff achievements (feedback is sought informally by Chair and Dean's Office).*

STRATEGIC INITIATIVE III: Promote economic development and regional engagement
GOAL: *Engage students and faculty to assist organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs*
1 - Engage College Advisory Board members/community members as guest speakers in dept. courses
***RESULTS**: No formal assessment is done. Informal feedback is sought by course professor from students and guest speaker.*
2 - Engage local businesses/community partners in the creation of student projects
***RESULTS**: No formal assessment is done. Informal feedback is sought by course professor from students and guest speaker.*
3 - Support and encourage faculty consulting
***RESULTS**: No formal assessment is done. Informal feedback is sought by Dept. Chair and the Dean's office. The Provost and Dean's Offices keep records on faculty consulting.*

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

NOTE: These activities are *on-going* in the upcoming period ("impact' discussed here)

STRATEGIC INITIATIVE I: Create, deliver, and promote academic programs that prepare students for professional success
GOAL A: *Develop programs to enrich the College of Business curriculum*
1 - Update all three department programs: BUAD-Finance, BUAD-Global Business, BUAD-Marketing

***IMPACT**: Pathways for increased enrollments in department courses/programs ; Dept. programs are updated and timely*
2 - Create one new analytics course for BUAD-Finance (i.e., Financial Modeling) and BUAD-Marketing (i.e., Digital Marketing Analytics)
***IMPACT**: Pathways for increased enrollments in department courses ; students enhance their data analytics skills ; each course could support a proposed (new) U/G Data Analytics concentration under the BUAD major*

GOAL B*: Advance and highlight applied educational experiences and student engagement in curricular and co-curricular activities toward enhanced career readiness*
1 - Continue experiential projects in Marketing: MKTG 363, Advertising and MKTG 469, Marketing Plans Development. Work with the Dean's Office to promote successful student experiential projects.
***IMPACT**: Experiential (real world) education/experience for students ; networking opportunities for students ; potential career opportunities ; students build a portfolio of works completed ; clients get output*
2 - Continue experiential projects in Finance: FINA 475, Securities Investment. Work with the Dean's Office to promote successful student experiential projects.
***IMPACT**: Experiential (real world) education/experience for students ; networking opportunities for students ; potential career opportunities ; students build a portfolio of works completed*
3 - Encourage dept. faculty to apply for University PELEF funds to advance experiential projects.
***IMPACT**: PELEF funds enhance the classroom experience ; experiential (real world) education/experience for students ; networking opportunities for students ; potential career opportunities ; travel opportunity for students ; leadership and event planning opportunities for students*
4 - Continue building dept. discipline-related student organizations: Marketing Club, Finance Club, Global Business Club
***IMPACT**: Club activities help with retention (students become vested) ; enhance the classroom experience ; experiential (real world) education/experience for students ; networking opportunities for students ; potential career opportunities ; travel opportunities for students ; leadership/teamwork and event planning opportunities for students*

STRATEGIC INITIATIVE II: Attract, develop, and retain a diverse population of students, faculty, and staff.
GOAL A: *Serve a diverse population of students that includes traditional undergraduate, first-generation college students, international students, and working adults*
1 - Work with University Admissions and BECM College Dean's Office on participating and supporting recruitment efforts
***IMPACT**: Compliance/Support Univ. recruitment initiatives ; Pathway to enhanced enrollment in dept. programs*
2 - Continue BUAD-FINA participation in the HUTB China partnership program
***IMPACT**: Pathway to enhanced enrollment in our BUAD-Finance program ; int'l travel experience for finance faculty ; teaching abroad experience for faculty ; professional development opportunity for faculty with HUTB colleagues*

GOAL B: *Recruit, develop, and retain a diverse body of qualified faculty and staff*
1 - Work closely with Human Resources on high-quality faculty and staff recruitment processes
***IMPACT**: Compliance with Univ. and USM recruiting and hiring policies ; fill a vacancy with a high-quality candidate ; adding a faculty advisor/mentor*
2 - Ensure faculty and staff evaluation, renewal, tenure/promotion processes are fair and follow stated protocol
***IMPACT**: Compliance ; aids in retention ; sense of fairness in process ; transparency ; dept. cohesion*
3 - Maintain formal orientation, onboarding, and mentoring of new colleagues
***IMPACT**: Compliance ; aids in retention ; sense of belonging / dept. cohesion ; builds collegiality*
4 - Celebrate faculty and staff achievements
***IMPACT**: Fosters a sense of shared pride in another's accomplishment ; aids in retention ; builds community ; publicity for the College & Dept.*

STRATEGIC INITIATIVE III: Promote economic development and regional engagement
GOAL: *Engage students and faculty to assist organizations through curricular and co-curricular projects, dissemination of faculty research, as well as faculty consulting in support of the region's workforce development needs*
1 - Engage College Advisory Board members/community members as guest speakers in dept. courses
***IMPACT**: Students network with business professionals ; students gain career advice/mentoring ; students hear new perspectives ; business professionals get to interact with students ; potential for internship and /or career opportunities*
2 - Engage local businesses/community partners in the creation of student projects
***IMPACT**: Students network with business professionals ; students gain career advice/mentoring ; students hear new perspectives ; students understand how a real business functions (challenges they face) ; business professionals get to interact with students ; potential for internship and /or career opportunities*
3 - Support and encourage faculty consulting
***IMPACT**: Builds faculty member's professional development portfolio ; sharing of expertise ; publicity for Univ. & College ; supports regional economic development initiatives*

Resources*:* Other than adjunct salaries for HUTB China partnership program, there are no required resources by or on behalf of the department.

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

Discussed at length during a department meeting with all dept. faculty and staff present.

Evidence, artifacts, and or back up documentation:

College of Education

2022 - 2023 College of Education Annual Report

Specify your Division/Department Goals Priorities.:

University Goals	COE Goals
I. Focus learning on both acquisition and application of knowledge 1. Ensure students acquire the essential knowledge and skills needed to succeed. 2. Infuse applied learning throughout the FSU curriculum. 3. Integrate innovative practices and technology into the learning process.	Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.
	Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.
II. Provide Engaging experience that allow our students to excel. 1. Implement an advising/support structure that meets student needs from applicant through alumna/us. 2. Integrate effective career and professional development into the student experience. 3. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.	Goal 3: COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.
III. Expand Regional Outreach and Engagement 1. Support economic development in Western Maryland through targeted initiatives. 2. Provide opportunities for student engagement to address community needs in the region. 3. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.	Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration with community needs and future employers.

IV. Align University resources – Human, Fiscal, and Physical 1. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan. 2. Ensure academic programs meet student and workforce expectations. 3. Implement a transparent budgeting model that addresses university priorities and needs. 4. Provide professional development opportunities that empower faculty and staff success.	Goal 5: COE recruits and retains diverse and high-quality students, faculty, staff, and administrators. Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.

Start: 07/01/2022

Providing Department: College of Education

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

University Goals	COE Goals	Action Priorities
I.Focus learning on both acquisition and application of knowledge 1. Ensure students acquire the essential knowledge and skills needed to succeed. 2. Infuse applied learning throughout the FSU curriculum. 3. Integrate innovative practices and technology into the learning process.	Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.	1.1 Assess the implementation of a College of Education Curriculum Committee that includes both college and department level members, which continually monitors program implementation, changes, and new programs for quality assurance of academic excellence, service, research, and professional activities.
		1.2 Capture from and share with the COE faculty promising innovative instructional practices and successful technology applied to student learning.
		1.3 Assess each Department's Strategic plan action priorities to ensure the strategies include student learning process and data on their success.
		1.4 Utilize the college-wide assessment process to monitor if each program is meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills, and dispositions.
	Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.	2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.
II.Provide Engaging experience that allow our students to excel 1. Implement an advising/support structure that meets student needs from applicant through alumna/us. 2. Integrate effective career and professional development into the student experience. 3. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.	Goal 3: COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	3.1Implement the recommendations of the University's advising initiatives into the operation of the College and departments. 3.2Develop advising initiatives at the College and department level to increase student retention.
		3.3 Create opportunities at the College level to support and promote an inclusive environment.
		3.4 Analyze strategic plans at the department level to ensure they are providing diverse experiential learning opportunities and promoting cultural competency for all COE students.

III.Expand Regional Outreach and Engagement 1. Support economic development in Western Maryland through targeted initiatives. 2. Provide opportunities for student engagement to address community needs in the region. 3. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.	Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration with community needs and future employers.	4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.
		4.2 Develop projects through grants that include COE Students and will support community outreach and partnerships
IV.Align University resources – Human, Fiscal, and Physical 1. Develop a marketing, recruitment, and retention plan that identifies realistic and sustainable goals for first-year, transfer, on-line, adult, graduate, and international students, and the resources necessary to implement this plan. 2. Ensure academic programs meet student and workforce expectations. 3. Implement a transparent budgeting model that addresses university priorities and needs. 4. Provide professional development opportunities that empower faculty and staff success.	Goal 5: COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.	5.1 Recruit highly qualified and diverse leadership, faculty and staff.
		5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.
		5.3 Continue to refine a college level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.
		5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.
		5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.
		5.6 Consider new options for programs to increase enrollments.
	Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.	6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.
		6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.
		6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.
		6.4 Revisit and recommend options for low enrolled courses and programs. Consider new options for programs to increase enrollment
		6.5 Gather information from workforce stakeholder on the performance of our graduates and the College's role in meeting their needs.
		6.6 Provide professional development opportunities for faculty and staff that will increase their knowledge and skills of University and College initiatives as well as their own areas of expertise.

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

COE Goals	Action Priorities	Metrics
Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.	1.1 Assess the implementation of a College of Education Curriculum Committee that includes both college and department level members, which continually monitors program implementation, changes, and new programs for quality assurance of academic excellence, service, research, and professional activities.	Determine frequency of membership, minutes demonstrating program implementation monitoring, and discussion regarding program implementation, changes and quality assurance.
	1.2 Capture from and share with the COE faculty promising innovative instructional practices and successful technology applied to student learning.	Completed or Incomplete task of sharing of faculty promising innovative practices and technology.
	1.3 Assess each Department's Strategic plan action priorities to ensure the strategies include student learning process and data on their success.	Frequency of departments including student learning process and data on their success.
	1.4 Utilize the college-wide assessment process to monitor if each program is meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills, and dispositions.	Frequency of departments submitting UG and Grad Student Learning Outcomes on Knowledge, skills and dispositions
Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.	2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.	Survey of programs to determine courses across the college with research components.

Goal 3: COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	3.1Implement the recommendations of the University's advising initiatives into the operation of the College and departments. 3.2Develop advising initiatives at the College and department level to increase student retention.	Complete or Incomplete task given the University's advising initiatives. Survey the process used for advising in each department with data on retention.
	3.3 Create opportunities at the College level to support and promote an inclusive environment.	Determine the number of opportunities at the college level to promote inclusive environment in comparison to previous year.
	3.3Analyze strategic plans at the department level to ensure they are providing diverse experiential learning opportunities and promoting cultural competency for all COE students.	Frequency of departments providing diverse experiential learning and cultural competency opportunities.
Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration with community needs and future employers.	4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	Determine the number of community outreach events and connections to organizations over the academic year.
	4.2 Develop projects through grants that include COE Students and will support community outreach and partnerships.	Determine the number of grants that support community outreach and partnerships.
Goal 5: COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.	5.1 Recruit highly qualified and diverse leadership, faculty and staff.	Determine the number of successful searches that resulted in highly qualified and diverse candidate results.
	5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	Determine the number of recruitment and retention activities in comparison to the enrollment of each program.
	5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	Complete or Incomplete task of Recruitment and Retention committee meeting and developing a strategic plan.
	5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.	Complete or incomplete task of developing assessment strategies to determine the effectiveness o recruitment efforts.
	5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	Determine the number of Articulation Agreements with Community College partners in comparison to the number of programs.
	5.6 Consider new options for programs to increase enrollments.	Complete or Incomplete task of new program to increase enrollments.
Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.	6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	Complete or incomplete task of holding bi-weekly Department Chairs meetings.
	6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	Determine the frequency of college meetings throughout the year to provide COE operational information.
	6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	List the number and types of communication provided to faculty and staff.
	6.4 Revisit and recommend options for low enrolled courses and programs. Consider new options for programs to increase enrollment.	Complete or Incomplete task of revisiting low enrolled programs to discuss options to increase enrollment.
	6.5 Gather information from workforce stakeholder on the performance of our graduates and the College's role in meeting their needs.	Complete or Incomplete task of gathering data on graduate performance.
	6.6 Provide professional development opportunities for faculty and staff that will increase their knowledge and skills of University and College initiatives as well as their own areas of expertise.	Determine the number of faculty and staff that were provided with Professional Development opportunities to increase their area of expertise.

What were the results?:

COE Goals	Action Priorities	Metrics	Assessment Process	Results

	1.1 Assess the implementation of a College of Education Curriculum Committee that includes both college and department level members, which continually monitors program implementation, changes, and new programs for quality assurance of academic excellence, service, research, and professional activities.	Determine frequency of membership, minutes demonstrating program implementation monitoring, and discussion regarding program implementation, changes and quality assurance.	Data processed from implementing the CECC is shared in a review of the bylaws each year with members of the CECC. The review shares what is working and what needs to be changed. This review was part of the timeline in April but was moved to August to obtain more information from the programs.	frequency of membership in the 2022-2023 CECC was 100% for all meetings held in the academic year. Minutes
Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.	1.2 Capture from and share with the COE faculty promising innovative instructional practices and successful technology applied to student learning.	Completed or Incomplete task of sharing of faculty promising innovative practices and technology.	The August and January Retreat allowed time for innovative practices to be shared. Feedback from the participants provides the assessment of the process.	January 2023 Retreat shared GoREACT platform that could be used to share exemplars through technology. Participants had mindfulness training that could be used for instructional practices in the classroom. August 2022 Retreat included a session on seeking grants for instructional support. Feedback surveys were not conclusive because only a few participants completed the surveys.
	1.3 Assess each Department's Strategic plan action priorities to ensure the strategies include student learning process and data on their success.	Frequency of departments including student learning process and data on their success.	Assessment is determined by reviewing strategic plans in November and gathering results in spring.	All departments 3/3 included student learning outcomes embedded within their department strategic plans. Departments submitted results using Institutional Learning Goals with data in May.
	1.4 Utilize the college-wide assessment process to monitor if each program is meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills, and dispositions.	Frequency of departments submitting UG and Grad Student Learning Outcomes on Knowledge, skills and dispositions.	Assessment process comes from data collected in May from the various departments submission of Student Learning Outcome data.	All departments 3/3 submitted UG and Graduate Student Learning Outcomes based on department assessments with data that allowed the college to look across all departments to gain awareness of the learning goals.
Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.	2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.	Survey of programs to determine courses across the college with research components.	Assessment process includes continual monitoring of new programs to ensure a research component.	Research component is evident in all programs.

Goal 3: COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	3.1Implement the recommendations of the University's advising initiatives into the operation of the College and departments. 3.2Develop advising initiatives at the College and department level to increase student retention.	Complete or Incomplete task given the University's advising initiatives. Survey the process used for advising in each department with data on retention.	Assessment takes place through reviews with the CECC and the College's Recruitment and Retention Committee.	The August 2022 Retreat included speakers from Admission to discuss recruitment strategies and the Director of Academic Advising to share advising information. The January 2023 Retreat included Ben Norris data on student retention and a preview of the advising model. The College had a recruitment and retention committee that constantly monitored retention and actively promoted recruitment activities. The CECC reviewed the activities to discuss effectiveness of retreats and committee. Activities show evidence of assisting programs in continuing to retain and recruit students. Data in relation to the university averages were slightly improved.
	3.3 Create opportunities at the College level to support and promote an inclusive environment.	Determine the number of opportunities at the college level to promote inclusive environment in comparison to previous year.	Assessment happens through discussions in the CECC and reporting of PELEF grants.	PELEF grants supported projects that projected opportunities for an inclusive perspective. Ed Professions used funds for a clinical rotation in an urban setting. Recreation an Parks Management used funds to network at a conference.
	3.3Analyze strategic plans at the department level to ensure they are providing diverse experiential learning opportunities and promoting cultural competency for all COE students.	Frequency of departments providing diverse experiential learning and cultural competency opportunities.	Assessment happens through discussions in the CECC. In November, chairs submit their strategic plans, and an analysis of the college strategic plan in August shares results.	All departments 3/3 included departmental plans for improving diverse learning experiences and promoting cultural competency. Educational Professions brought in speakers throughout the year to improve faculty competency. Recreation developed a new strategic plan that linked to developing diversity and cultural competency experiences with data. Kinesiology included updated strategies linked to student learning goals to improve cultural competency.

Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration with community needs and future employers.	4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	Determine the number of community outreach events and connections to organizations over the academic year.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	Departments have been consistently looking for opportunities to provide community outreach. Advisory councils contributed to connections with outreach. Grants provided opportunities for community outreach. Programs specifically through internships made connections to community outreach. The switch to the new college resulted in lack of data to share for the next strategic plan.
	4.2 Develop projects through grants that include COE Students and will support community outreach and partnerships.	Determine the number of grants that support community outreach and partnerships.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	The college supported the development of two major federal grants. 2/3 departments had smaller grants that supported partnerships with outreach organizations. See individual department plans.

Goal 5: COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.	5.1 Recruit highly qualified and diverse leadership, faculty and staff.	Determine the number of successful searches that resulted in highly qualified and diverse candidate results.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	The 2022-2023 brought in and Ed.D. diverse and highly qualified faculty member. Recreation and Parks hired a highly qualified individual. Kinesiology hired a department chair who is diverse and highly qualified.
	5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	Determine the number of recruitment and retention activities in comparison to the enrollment of each program.	Assessment takes place through reviews with the CECC and the College's Recruitment and Retention Committee.	The College's Recruitment and Retention Committee coordinated all events that Admissions Office offered with representation from all departments in each event. Results of activities were varied but overall the data for the programs in the college were in line with the university average to better than the university average.
	5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	Complete or Incomplete task of Recruitment and Retention committee meeting and developing a strategic plan.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.	The College Strategic Plan for the Recruitment and Retention committee was not as well developed as in past years. In the future with the new college, recruitment and retention committees will be located within the departments and shared through Chairs Council.
	5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.	Complete or incomplete task of developing assessment strategies to determine the effectiveness of recruitment efforts.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.	The College Strategic Plan for the Recruitment and Retention committee was not as well developed as in past years. In the future with the new college, recruitment and retention committees will be located within the departments and shared through Chairs Council.

	5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	Determine the number of Articulation Agreements with Community College partners in comparison to the number of programs.	Assessment takes place through reviews with the College Strategic Plan.	Each department is working on articulation agreements for each program. Education has an AAT agreement that is to assure seamless transition, but the courses are not identified. Therefore, in the future with the new college, each program is working towards individual articulation agreements with all Maryland community colleges.
	5.6 Consider new options for programs to increase enrollments.	Complete or Incomplete task of new program to increase enrollments.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.	The Ed.D. program added a health education component. The Elementary program developed a dual certification program in special education. Kinesiology worked on curriculum to assist Exercise Sport Science majors reach the requirements for entry into Athletic Training.

Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.	6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	Complete or incomplete task of holding bi-weekly Department Chairs meetings.	Analysis of the chairs meetings is determined by Dean.	Bi-weekly meetings with Department Chairs was held throughout the year.
	6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	Determine the frequency of college meetings throughout the year to provide COE operational information.	Assessment of frequency is determined by evidence collected throughout the year for the strategic plan.	The faculty members received information on COE Operations through Chairs and the August and January Retreat. A newsletter was also developed to share information.
	6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	List the number and types of communication provided to faculty and staff.	Assessment takes place through reviews with the College Strategic Plan.	New initiatives were shared through August and January Retreats. They were linked to the College strategic plan.
	6.4 Revisit and recommend options for low enrolled courses and programs. Consider new options for programs to increase enrollment.	Complete or Incomplete task of revisiting low enrolled programs to discuss options to increase enrollment.	Assessment happens through summer analysis of the strategic plan and discussion with the CECC.	Departments reviewed low enrolled courses and programs. The Secondary Undergraduate program developed a pathway to the MAT program and is in the process of deleting the undergraduate due to low enrollment. The Elementary program is adding Special Education and removing low enrolled concentrations.
	6.5 Gather information from workforce stakeholder on the performance of our graduates and the College's role in meeting their needs.	Complete or Incomplete task of gathering data on graduate performance.	Assessment happens through summer analysis of department outcomes for the College strategic plan.	Several advisory committees provided information from workforce stakeholder on the performance of our graduates and the College's role in meeting their needs. These include P20 Advisory Council, PDS Advisory Council, M.Ed. Advisory Council and the Ed.D. Advisory Council. The other departments, Recreation and Kinesiology gathered information through internship feedback. Advisory Councils (frostburg.edu)
	6.6 Provide professional development opportunities for faculty and staff that will increase their knowledge and skills of University and College initiatives as well as their own areas of expertise.	Determine the number of faculty and staff that were provided with Professional Development opportunities to increase their area of expertise.	Assessment happens through summer analysis of department outcomes for the College strategic plan and a review of the PELEF awards.	The College provided opportunities for conference funds. 10 faculty submitted applications.

How have the results impacted 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?:

Action Priorities	Metrics	Assessment Process	Results	Impact

Goal 1: COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.				
1.1 Assess the implementation of a College of Education Curriculum Committee that includes both college and department level members, which continually monitors program implementation, changes, and new programs for quality assurance of academic excellence, service, research, and professional activities.	Determine frequency of membership, minutes demonstrating program implementation monitoring, and discussion regarding program implementation, changes and quality assurance.	Data processed from implementing the CECC is shared in a review of the bylaws each year with members of the CECC. The review shares what is working and what needs to be changed. This review was part of the timeline in April but was moved to August to obtain more information from the programs.	frequency of membership in the 2022-2023 CECC was 100% for all meetings held in the academic year. Minutes	Results will be used to share with new college for a new curriculum committee for the College of Education, Health & Natural Sciences.
1.2 Capture from and share with the COE faculty promising innovative instructional practices and successful technology applied to student learning.	Completed or Incomplete task of sharing of faculty promising innovative practices and technology.	The August and January Retreat allowed time for innovative practices to be shared. Feedback from the participants provides the assessment of the process.	January 2023 Retreat shared GoREACT platform that could be used to share exemplars through technology. Participants had mindfulness training that could be used for instructional practices in the classroom. August 2022 Retreat included a session on seeking grants for instructional support. Feedback surveys were not conclusive because only a few participants completed the surveys.	Outcomes of the Retreat presentations provided information and instructional practices. The college will follow-up for future ideas and additional training on presentations from this past year.
1.3 Assess each Department's Strategic plan action priorities to ensure the strategies include student learning process and data on their success.	Frequency of departments including student learning process and data on their success.	Assessment is determined by reviewing strategic plans in November and gathering results in spring.	All departments 3/3 included student learning outcomes embedded within their department strategic plans. Departments submitted results using Institutional Learning Goals with data in May.	Depending on the new college goals, the timeline for sharing Department Strategic Plans in November will be presented to the new college departments and results discussed in spring.
1.4 Utilize the college-wide assessment process to monitor if each program is meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills, and dispositions.	Frequency of departments submitting UG and Grad Student Learning Outcomes on Knowledge, skills and dispositions.	Assessment process comes from data collected in May from the various departments submission of Student Learning Outcome data.	All departments 3/3 submitted UG and Graduate Student Learning Outcomes based on department assessments with data that allowed the college to look across all departments to gain awareness of the learning goals.	The process used by COE will be shared with CEHNS. Ideally, the new college will have an assessment committee to monitor and review outcomes.
Goal 2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.				

2.1 Require all programs have research component to provide the skills needed to reflect and use data to make informed decisions.	Survey of programs to determine courses across the college with research components.	Assessment process includes continual monitoring of new programs to ensure a research component.	Research component is evident in all programs.	This action item will be reviewed in the new college.
Goal 3: COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.				
3.1Implement the recommendations of the University's advising initiatives into the operation of the College and departments. 3.2Develop advising initiatives at the College and department level to increase student retention.	Complete or Incomplete task given the University's advising initiatives. Survey the process used for advising in each department with data on retention.	Assessment takes place through reviews with the CECC and the College's Recruitment and Retention Committee.	The August 2022 Retreat included speakers from Admission to discuss recruitment strategies and the Director of Academic Advising to share advising information. The January 2023 Retreat included Ben Norris data on student retention and a preview of the advising model. The College had a recruitment and retention committee that constantly monitored retention and actively promoted recruitment activities. The CECC reviewed the activities to discuss effectiveness of retreats and committee. Activities show evidence of assisting programs in continuing to retain and recruit students. Data in relation to the university averages were slightly improved.	Results will be used to share with new college for a new goals and action items for the College of Education, Health & Natural Sciences.
3.3 Create opportunities at the College level to support and promote an inclusive environment.	Determine the number of opportunities at the college level to promote inclusive environment in comparison to previous year.	Assessment happens through discussions in the CECC and reporting of PELEF grants.	PELEF grants supported projects that projected opportunities for an inclusive perspective. Ed Professions used funds for a clinical rotation in an urban setting. Recreation an Parks Management used funds to network at a conference.	PELEF will continue to be used to support faculty and hopefully opportunities for inclusive environments in the College of Education, Health & Natural Sciences.

3.3Analyze strategic plans at the department level to ensure they are providing diverse experiential learning opportunities and promoting cultural competency for all COE students.	Frequency of departments providing diverse experiential learning and cultural competency opportunities.	Assessment happens through discussions in the CECC. In November, chairs submit their strategic plans, and an analysis of the college strategic plan in August shares results.	All departments 3/3 included departmental plans for improving diverse learning experiences and promoting cultural competency. Educational Professions brought in speakers throughout the year to improve faculty competency. Recreation developed a new strategic plan that linked to developing diversity and cultural competency experiences with data. Kinesiology included updated strategies linked to student learning goals to improve cultural competency.	Depending on the new college goals, the timeline for sharing Department Strategic Plans in November will be presented to the new college departments and results discussed in spring.
Goal 4: COE is committed to creating supportive learning environment that promotes community outreach and collaboration with community needs and future employers.				
4.1 Support COE programs and department efforts to develop and implement community outreach events and connect to organizations.	Determine the number of community outreach events and connections to organizations over the academic year.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	Departments have been consistently looking for opportunities to provide community outreach. Advisory councils contributed to connections with outreach. Grants provided opportunities for community outreach. Programs specifically through internships made connections to community outreach. The switch to the new college resulted in lack of data to share for the next strategic plan.	Plans are to continue to support community outreach and connections to organizations even in the new college.
4.2 Develop projects through grants that include COE Students and will support community outreach and partnerships.	Determine the number of grants that support community outreach and partnerships.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	The college supported the development of two major federal grants. 2/3 departments had smaller grants that supported partnerships with outreach organizations. See individual department plans.	The college will continue with the two major federal grants and smaller grants that supported partnerships with outreach organizations.
Goal 5: COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.				

5.1 Recruit highly qualified and diverse leadership, faculty and staff.	Determine the number of successful searches that resulted in highly qualified and diverse candidate results.	Assessment happens through summer analysis of the strategic plan and then sharing results with faculty in August for the next strategic planning items.	The 2022-2023 brought in and Ed.D. diverse and highly qualified faculty member. Recreation and Parks hired a highly qualified individual. Kinesiology hired a department chair who is diverse and highly qualified.	The new college will continue to recruit highly qualified and diverse leadership, faculty and staff.
5.2 Plan and execute recruitment and retention activities and events that will increase student enrollment in all programs.	Determine the number of recruitment and retention activities in comparison to the enrollment of each program.	Assessment takes place through reviews with the CECC and the College's Recruitment and Retention Committee.	The College's Recruitment and Retention Committee coordinated all events that Admissions Office offered with representation from all departments in each event. Results of activities were varied but overall the data for the programs in the college were in line with the university average to better than the university average.	The plan for the new college is to transfer recruitment and retention activities and events to the department level.
5.3 Continue to refine a College level Recruitment and Retention Committee and develop a strategic plan for recruiting diverse and high-quality students.	Complete or Incomplete task of Recruitment and Retention committee meeting and developing a strategic plan.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.	The College Strategic Plan for the Recruitment and Retention committee was not as well developed as in past years. In the future with the new college, recruitment and retention committees will be located within the departments and shared through Chairs Council.	The plan for the new college is to transfer recruitment and retention planning to the department level and include in strategic planning action items.
5.4 Establish assessment strategies to analyze COE and department recruitment efforts to determine if the plans were successful in increasing enrollments.	Complete or incomplete task of developing assessment strategies to determine the effectiveness of recruitment efforts.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.	The College Strategic Plan for the Recruitment and Retention committee was not as well developed as in past years. In the future with the new college, recruitment and retention committees will be located within the departments and shared through Chairs Council.	The plan for the new college is to transfer recruitment and retention efforts to the department level and discuss through Chairs Council.

5.5 Meet with community college personnel to establish seamless transitions between institutions thereby serving a community need.	Determine the number of Articulation Agreements with Community College partners in comparison to the number of programs.	Assessment takes place through reviews with the College Strategic Plan.	Each department is working on articulation agreements for each program. Education has an AAT agreement that is to assure seamless transition, but the courses are not identified. Therefore, in the future with the new college, each program is working towards individual articulation agreements with all Maryland community colleges.	Each department will have representatives to meet with community college personnel to establish articulation agreements.
5.6 Consider new options for programs to increase enrollments.	Complete or Incomplete task of new program to increase enrollments.	Assessment takes place through reviews with the College Strategic Plan and the College's Recruitment and Retention Committee.		The new college will consider goals and action items for the College of Education, Health & Natural Sciences to increase enrollments.
Goal 6: COE supports efforts to continually reflect and improve on the operations of the college and departments.				
6.1 Hold bi-weekly meetings with Department Chairs to discuss department and program operations and budget.	Complete or incomplete task of holding bi-weekly Department Chairs meetings.	Analysis of the chairs meetings is determined by Dean.		Plans are to have a monthly Chairs Council college for the College of Education, Health & Natural Sciences with individual meetings each semester with Chairs.
6.2 Hold College of Education meetings throughout the year to ensure all faculty members are receiving information on COE operations.	Determine the frequency of college meetings throughout the year to provide COE operational information.	Assessment of frequency is determined by evidence collected throughout the year for the strategic plan.		The College of Education, Health & Natural Sciences with continue to have retreats and provide information to Chairs to disseminate to faculty in each department.
6.3 Provide continual communication with COE faculty and staff regarding new initiatives or requirements for faculty and staff.	List the number and types of communication provided to faculty and staff.	Assessment takes place through reviews with the College Strategic Plan.		The College of Education, Health & Natural Sciences with continue to have retreats and provide information to Chairs to disseminate to faculty in each department.
6.4 Revisit and recommend options for low enrolled courses and programs. Consider new options for programs to increase enrollment.	Complete or Incomplete task of revisiting low enrolled programs to discuss options to increase enrollment.	Assessment happens through summer analysis of the strategic plan and discussion with the CECC.		Results will be shared with Chairs in the College of Education, Health & Natural Sciences to discuss plans for future planning.

6.5 Gather information from workforce stakeholder on the performance of our graduates and the College's role in meeting their needs.	Complete or Incomplete task of gathering data on graduate performance.	Assessment happens through summer analysis of department outcomes for the College strategic plan.		Depending on the new college goals, workforce stakeholder information should be important to future action priorities.
6.6 Provide professional development opportunities for faculty and staff that will increase their knowledge and skills of University and College initiatives as well as their own areas of expertise.	Determine the number of faculty and staff that were provided with Professional Development opportunities to increase their area of expertise.	Assessment happens through summer analysis of department outcomes for the College strategic plan and a review of the PELEF awards.	The College provided opportunities for conference funds. 10 faculty submitted applications.	CEHNS should continue to support professional development for faculty in any way financially possible.

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

Quality Assurance System: The COE has a systematic way to discuss, review, analyze, and make changes to the strategic planning process. The College of Education Curriculum Committee analyzes the results of the yearlong strategic plan. The outcomes are shared for discussion and recommendations by all faculty in both departments for the new strategic plan. Assessment data from the previous year is shared with advisory committees for their recommendations (P20 and program specific advisory councils). With this year being the final year of the COE and the following year will be a new college, information will be shared with the new college chairs and faculty to combine past practices and data for a new structure.

The 2022-2023 COE Strategic Plan, which include all action items and results, were conveyed to the College of Education Curriculum Committee during the September meeting. The results were then shared with departments during their department meetings for any recommendations at the College level and also to use that information to develop their upcoming academic year's Department Strategic Plan. Department Plans are share with CECC in November. Assessment data from the previous year was shared at the P20 advisory meeting in November. Student Learning Goals and data for the departments was also shared during program specific advisory council meetings and to the CECC. Data is collected throughout the year in preparation for analysis and continuous improvement and transfer to the new college structure.

Evidence, artifacts, and or back up documentation:

Attached Files

- College of Education Retreat 8-22-2022.docx
- College of Education Retreat January 2023.docx
- College of Education Winter Retreat.pptx
- COE Budget Presentation.pptx
- 11-16-22 Agenda P20 Executive Advisory Council.docx
- P20 Executive Advisory Council_2022-09-28.docx
- P20 Executive Advisory Council Sept 2022 Minutes.docx
- Fall_Winter COE FSU Newsletter 2022.pdf

Educational Professions / Educator Preparation Provider

Educational Professions 2022 - 2023 Strategic Plan Report

Specify your Division/Department Goals Priorities.:

I. *COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities.*	**Goal #1:** Provide students with opportunities to demonstrate knowledge and skills and model dispositions essential to success in educational settings.
II. *COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.*	**Goal #2:** Provide programs that prepare students with the knowledge and skills to reflect and use data to make informed decisions as they apply knowledge to working in educational settings.
III*. COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.*	**Goal #3:** Support students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.
IV*. COE is committed to creating supportive learning environments that promotes community outreach and collaboration with community needs and future employers.*	**Goal #4:** Develop partnerships with the local community and regional educational systems that we serve.

V*. COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.*	**Goal #5**: Recruit and retain diverse and high-quality students and faculty.

VI*. COE supports efforts to continually reflect and improve on the operations of the college and departments.*	**Goal #6:** Analyze, reflect on and improve programs in the department, as they relate to the college and university.

Start: 07/01/2022

Providing Department: Educational Professions / Educator Preparation Provider

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Goal #1: Provide students with opportunities to demonstrate knowledge and skills and model dispositions essential to success in educational settings.	Use of common assessments to evaluate candidate's knowledge, skills, and dispositions across all programs Utilization of the EPP assessment system for accreditation to analyze student data for continuous improvement Full implementation of edTPA with national scoring Incorporate opportunities – embedded in content to prepare students in PRAXIS Incorporate experiential opportunities—e.g., practicums and field experiences to develop and practice application of skills in field settings Ensure alignment of learning outcomes with appropriate standards and key assessments.
Goal #2: Provide programs that prepare students with the knowledge and skills to reflect and use data to make informed decisions as they apply knowledge to working in educational settings.	Use of initial certification programs' common key assessments such as lesson plans, unit plans, edTPA and intern performance ratings at the initial certification level to develop students' skills in data-informed decision-making. Use of common key assessments at the graduate and doctoral levels courses which specifically utilize data-informed research in practice (e.g. research courses and capstone assignments). Participation of Ed.D. students to serve as consultants to community educational organizations to analyze real-world problems of practice.
Goal #3: Support students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	Encourage and promote faculty participation in department, college, and university professional development opportunities, including online professional development activities. Support the Dpt. Advising Center for collaborative work with University Admissions Office for the re-structuring of the transfer advising system.

Goal #4: Develop partnerships with the local community and regional educational systems that we serve.	Support students' community outreach and collaboration through partnership activities with communities and school districts. Provide opportunities to address local and state needs for teacher preparation, including opportunities for virtual and diverse learning experiences.
Goal #5: Recruit and retain diverse and high-quality students and faculty.	Support College and University recruitment activities Conduct position searches for faculty using appropriate timelines and interview practices to ensure a broad and diverse pool of applicants Review programs for enrollment and community needs (local and state) for future decision-making Graduate Program coordinators follow up on prospective student inquiries from Graduate Services Strengthen connections with community colleges.
Goal #6: Analyze, reflect on and improve programs in the department, as they relate to the college and university.	Involve stakeholders in decision making at the program level, through advisory councils at both the initial certification and advanced program levels Continued review and revisions to department and program policies and procedures

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

Goal #1: Provide students with opportunities to demonstrate knowledge and skills and model dispositions essential to success in educational settings.	Collect program and EPP level data including edTPA, using standard language and approved rubrics Schedule and facilitate data analysis meetings for faculty and stakeholders—by program—and provide evidence in yearly coordinator evaluation – According to Quality Assurance System (QAS) yearly schedule. Collect evidence of participation of all stakeholders in assessment system – instructors, supervisors, mentors –and conclusions in data analysis meetings, through meeting notes and data analysis summaries. Ensure continued support to faculty with the necessary resources for incorporation and implementation of PRAXIS preparation across relevant courses Internship Performance Ratings and Practicum Evaluations which are co-constructed and co-evaluated with our school partners. Develop a common "Template" to use in course syllabi as a common tool to ensure alignment across programs among learning outcomes, standards, and Key Assessments.
Goal #2: Provide programs that prepare students with the knowledge and skills to reflect and use data to make informed decisions as they apply knowledge to working in educational settings.	Results from program and EPP assessments relative to students' ability to make data-informed decisions in the classroom are collected and analyzed on a regular basis in accordance with the QAS. M.Ed. students engage in self-reflection on Action Research Projects for evidence of data-informed decisions in research and practice Data on decision-making is shared with advisory groups (M.Ed. and PDS), university committees and P-20 executive committee, as evidenced through meeting notes Final report of doctoral students' consulting engagement.

Goal #3: Support students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	Aggregate professional development activities through the assessment system to document and support professional development activities. Share and record faculty members' research and professional development activities through department-level book studies, trainings, and workshops including technology support and Title IX trainings. Create draft of a survey for assessing student perceptions of advising needs Support, encourage, and document faculty advisor trainings. Ensuring faculty's information and training on current university's developments for updated advising models and technological software systems (e.g., University's dual Advising Model, EAB Navigate, etc.)
Goal #4: Develop partnerships with the local community and regional educational systems that we serve.	Provide documentation of outreach events involving P-12 students and other constituents through curricular and co-curricular activities (e.g. CLC events, STEM outreach, FSEA and FAEYC projects). Collect data on initiatives such as participation in P2P grant activities, USMH/Wolfsville HUB and PALS grant-funded projects, etc. Collect data on collaborative data analysis with regional partners (e.g., M.Ed. and PDS advisory minutes).
Goal #5: Recruit and retain diverse and high-quality students and faculty.	Identify and contact diverse student candidates through faculty participation in recruitment events and activities. Utilize data from MSDE Program reviews. In collaboration with Admissions Office and Alumni offices, plan and execute department-level recruitment events for potential Educational Professions candidates. Strengthen connections with leadership in K-12 schools to partner with them for the advertisements of programs. Develop new partnerships with K-12 in Baltimore for recruitment of diverse students. Develop articulation agreements with both school systems in the area and Community Colleges to recruit for both undergraduate and graduate programs. Follow university policies and procedures for all searches and hires.
Goal #6: Analyze, reflect on and improve programs in the department, as they relate to the college and university.	Present data and analysis summaries to stakeholder groups. Follow the established departmental approval process for revisions to program and department requirements, policies, and procedures.

What were the results?:

Goal #1: Provide students with opportunities to demonstrate knowledge and skills and model dispositions essential to success in educational settings.	Through the Quality Assurance process established as part of Accreditation plans and activities, the following demonstrations of impact can be cited in the Educational Professions Department for: Faculty shared highly effective scores in connecting to INTASC Standards 1: *LearnerDevelopment* (100% of students scoring Highly Effective or Effective), InTASC 3: *LearningEnvironments* (92.5%of students scoring Effective), InTASC 5: *Application of Content* (91% of students scoring Highly Effective or Effective) , and InTASC 7: *PlanningforInstruction* (across all measures, 80% or more of students at Effective or Highly Effective), which were linked *to Undergraduate Institutional Learning (UGIL) goals, 3 and 4.* An improvement over 2021 – 2022 was seen in regarding InTASC 4: *ContentKnowledge*, with 100% of candidates scoring Highly Effective or Effective. On InTASC 6: *Assessment*, no weaknesses were noted with no areas with less than 80% of candidates scoring Highly Effective or Effective. InTASC 8: Technology – Exit Interview, with less than fewer than 80% of candidates scoring Highly Effective or Effective. Programs identified InTASC 2:*Learning Differences*within differentiating instruction as an area for growth addressing *UGILGoal5-AppreciationofCulturalIdentities.* Overall mean scores for UGIL Goal 5 were high but there were many students (32%) who were only at the Developing level on this assessment. Advanced programs tied CAEP Advanced Proficiencies data from Common Assessments to *Graduate Student Learning Goal 1, 2, 3, 4 and 5.* On every measure, 80% or more of graduate students scored Highly Effective or Effective. The data analysis around our common standards (InTASC for Initial Certification Programs, and CAEP Advanced Proficiencies for Advanced/graduate Programs) is found under "individual reports" under the 'analysis' for each semester in this link: **URL** **https://www.taskstream.com/ts/universitymanager2/DataAnalysis** **Password :**FSUEPPdata (Please note that all these data is password protected. Therefore we request appropriate use of this information and reserve any public distribution). Meetings took place among faculty committees and other constituents such as advisory groups made up of members of public schools and community colleges. Descriptions of these can be found at – https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.php See link to Taskstream above and notes contained there regarding meetings and summaries. Also, see - https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.php These actions were taken during 2022 – 2023 - Attention in classes and focused instruction based on data (consistent use of practice tests for pre/post measurements), continued opportunities for candidates such as MSEA sessions, practice tests , prep/study skills development and use of incentives/extra credit for opportunities, established a timeline for taking tests (after assistantship and after Internship I) and support for interns who still need to take/retake test. Students complete internship experiences a part of their academic programs and are evaluated in those. As mentioned above, the majority of students in those performed well particularly as they advance from Internship I to Internship II. Results can be seen in Taskstream, by term and within "Initial Certification." The template was used to demonstrate alignment between course outcomes, standards, institutional learning goals, and key assessments in every course across all programs, undergraduate and graduate.

Goal #2: Provide programs that prepare students with the knowledge and skills to reflect and use data to make informed decisions as they apply knowledge to working in educational settings.	On the Internship rubrics, there is a criterion titled, "Instructional Decisions based on Assessment Results." For most fall 2022 Internship I students, they achieved the highest ratings. An even higher percentage of students did this in Internship II. The numbers remained consistently high in spring 2023 in Internship I and II. "Employment of data analysis and evidence to develop supportive school environments," 100% of M. Ed. candidates scored Highly Effective or Effective across all concentrations. The same was true for Special Education and School Counseling students. In spring 2023, the results were similar for students in EDUC 606. However, for M.Ed. Literacy graduate students, the results were much different as this was the first time they had worked with real, rather than hypothetical students. Five were Ineffective or Developing and seven were Highly Effective or Effective. Stakeholder meetings took place at different times throughout the year. Some of those can be found here – **https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.php** Doctoral students completed consulting projects in summer 2022 for – FSU College of Education Allegany County Early Childhood Advisory Council Eastern West Virginia Technical and Community College The Greater Cumberland Committee Three of the four student groups continued their work through fall 2022.
Goal #3: Support students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	These professional development activities are submitted by faculty each term and are reviewed by a DEC. This process does take place and is part of each individual's annual review process. Faculty reported and shared participation in professional development activities at the monthly Department of Educational Professions meetings for: the Initial Certification Leadership Council (ICLC), Advanced Programs Leadership Council (APLC), and the Faculty Department Meetings. Information is recorded in the meetings minutes, and in the self-statement narratives presented for the *Professional Development* category by individual faculty members in their submissions for the annual evaluation in *Interfolio.* Faculty reported participation in Professional development activities, conferences, and training in: their respective fields /disciplines of specialization, and technology teaching practices and trainings. The survey was not created. FSU faculty were provided a full day of training the new dual-advising model and on Navigate, an advising application for communicating with and about students, their performance and to document what has transpired with them. This occurred January 19, 2023.
Goal #4: Develop partnerships with the local community and regional educational systems that we serve.	Stakeholder meetings took place at different times throughout the year. Some of those can be found here – https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.php Activities of collaboration with the tri-state P-12 schools and Head Start programs in the region included and were assessed through the following instances of community outreach: The Spring Festival of Children's Literature - The CLC also works with ACPS and the area Middle Schools to assure that one of the author's at the Spring Festival has books featured in the Middle Grades ELA curriculum. The Spring Festival of Children's Literature also offered affordable, high-quality PD for area teachers at a very reasonable cost. Teachers who attended had the option to apply for continuing education credit for the PD event through MSDE. The CLC hosted Pirates Ahoy in summer 2023 where 400 students from the community attended. The students watch a presentation from an author and participated in book readings, a treasure hunt, crafts, and STEM boat activities. The CLC hosted Storybook Holiday in December 2023. Approximately 800 children from the surrounding communities participated in an author presentation, Elf Olympics, storybook readings, sticker stops, crafts, photo with an elf, and letters to Santa. The P20 minutes from January 2023 describe discussions on a variety of topics among multiple regional partners -- https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.php#

Goal #5: Recruit and retain diverse and high-quality students and faculty.	Hosting transfer fairs at community colleges east of Frostburg. This includes Hagerstown, Frederick, Washington County and Montgomery County. Transfer Advising Dates. Collaboration with TAM academies. F2T2 Camp. Participation in Bobcat Bound days. Bobcat Academy. AmeriCorp opportunities for incoming undergraduates and graduate students. Majors Fair. Numerous communique with prospective transfer students.
Goal #6: Analyze, reflect on and improve programs in the department, as they relate to the college and university.	The P20 minutes from January 2023 describe discussions on a variety of topics among multiple regional partners -- https://www.frostburg.edu/academics/colleges-and-departments/department-of-educational-professions/educator-preparation-provider/P-20%20Executive%20Council.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?:

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

A Word document with this information was shared with faculty in the department via email January 26, 2024. Discussion on it was an agenda item for a full faculty meeting February 9, 2024.

Evidence, artifacts, and or back up documentation:

Kinesiology & Recreation

Kinesiology 2023 AIR Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1: To identify and implement program changes using a data driven model, respond to market needs, and provide engaging academic, learning community engagement pedagogies and professional experiences for the students. (Aligns with COE Goal #1 & #2 and University Strategic Plan Goal #1)

Goal 2: To allocate resources (human, financial, and physical) to efforts that raise the level of teaching and professional expertise of department faculty and support greater understanding and appreciation of cultural identities. (Aligns with COE Goal #5 and University Strategic Plan Goal #4)

Goal 3: To evaluate and revise annual university learning goals assessment plans and processes. (Aligns with COE Goal #1 Priority 1.4 and University Strategic Plan Goal #1)

Goal 4: To support educational and advising activities that challenge our students to excel, expand their cultural competence and engage 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)

Goal 5: To implement recruitment and retention initiatives that will increase student enrollment and diversity in each of the programs offered in the department of Kinesiology. (Aligns with COE Goal #5 and University Strategic Plan Goal #4-A)

Start: 07/01/2022

Providing Department: Kinesiology & Recreation

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

AP 1.1: Collect data to identify academic needs, changes, and revisions

AP 1.2: Assess and expand experiential learning opportunities provided by department programs

AP 2.1: Develop a system to provide faculty with assistance and financial support for teaching-related professional development (full time and contractual faculty)

AP 2.2: Develop a process that ensures resources are allocated to improving faculty teaching effectiveness that integrates and supports greater understanding and appreciation of cultural identities.

AP 3.1: Continue annual program assessments that align with the university learning goals.

AP 4.1: Support Student Organizations in their efforts

AP 4.2: Engage alumni with our programs

AP 4.3: Support guest speakers

AP 5.1: Increase student enrollment within the undergraduate EXSS Program as well as the graduate MSAT Program.

AP 5.2: Engage in promotional efforts using multiple outlets.

AP 5.3: Program information sessions for recruiters and admissions office staff

AP 5.4: Attend various recruitment events on campus and in the area – e.g. Majors Fair, Focus on the Future, Open Houses, Micro-Visits, Leadership Rising, etc.

AP 5.5: Analysis of retention data and trends.

AP 5.6: Implement student retention efforts.

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

M.1.1.1: Review and synthesize comprehensive assessment and accreditation data to evaluate academic needs and make data-based decisions for changes and revisions.

M.1.1.2: Each program will conduct a SWOT analysis and identify the unique elements of the program as compared with competition.

M.1.2.1: Develop and maintain an inventory of all experiential learning opportunities provided by each program. Create a current list of existing internship and field experience sites and make the information available to students. Update annually.

M.1.2.2: Investigate and expand opportunities for experiential learning within each program (e.g., within individual courses and through opportunities offered by the university).

M.1.2.3: Expand students' involvement within local, state, and national professional associations.

M.2.1.1: Provide the funding for professional development opportunities to improve teaching and professional expertise of department faculty.

M.2.1.2: Provide support (e.g., assign mentors, develop an orientation and handbook, include all faculty in departmental meetings) to new and adjunct faculty.

M.2.1.3: Notify faculty of annual available dept. Budget and when purchasing periods for Fall-Spring are. Similarly, faculty need to communicate their intent/interest to purchase new items. Every year.

M.2.1.4: Identify newly acquired educational equipment.

M.2.1.5: Create a welcoming and inclusive learning environment for students (e.g., improve classrooms, offices, and work space).

M.2.2.1: Integrate learning sessions/trainings as part of the faculty meetings.

M.2.2.2: Encourage faculty to attend and/or host university-wide/university supported (LinkedIn Learning, Course Hero, etc.) teaching workshops.

M.2.2.3: Dedicate time as part of the faculty meetings to share and bring awareness to opportunities.

M.2.2.4: Have enough full-time faculty members to teach the majority of our courses (instead of utilizing multiple adjunct instructors).

M.2.2.5: Allocate resources to staff the Human Performance Lab along with the other new labs in the new building. (Action items to hire new faculty member and GA's).

M.2.2.6: Prioritize teaching & learning funding to enhance and update teaching styles and develop more inclusive learning environment for students. Build repository.

M.3.1.1: The program directors, coordinators and program liaison will evaluate and revise annual program assessment plans to reflect course and curriculum changes to identify the best assessment item within the program to aligns with the university learning goals.

M.3.1.2: The department will develop annual reports assessing university learning goals and will integrate data from all programs to guide departmental strategic directions and decisions.

M.4.1.1: Each Fall, the Department chair will host a meeting with the representatives of the student organizations (either active or potential new groups) in the department to discuss ways in which the Department can support their efforts.

M.4.1.2: Complete sign-up for faculty to volunteer to advise student organizations at first department meeting each academic year.

M.4.1.3: Establish expectations for faculty advising student organizations in order to assure integration of student needs in programming efforts.

M.4.2.1: Contact alumni for help with internship opportunities, mentoring students, exploring career options with students, interview and resume evaluation, promoting programs and invite them to events sponsored by the department (including Alumni Reunion and Career Expo).

M.4.3.1: Continue utilizing the Wellner Scholar Award between all programs within the department.

M.4.3.2: Invite a diverse set of current practitioners to professional development events (increase networking opportunities for students while engaging in the off-campus community).

M.5.1.1: Develop articulation agreements with community colleges (in state) offering programs in areas of study that are directly linked to our programs (e.g. PGCC,AHCC, PCC, GC, Southern College of Maryland). Develop MOUs with historically black colleges and universities in Maryland (focusing on the MSAT graduate program).

M.5.2.1: Create and distribute materials in high traffic areas for potential majors (e.g. rack cards; billboards; online presence on websites associated with those relevant businesses; tables at events, new buildings, graduate office).

M.5.2.2: Social Media presence.

M.5.2.3: Websites maintained for each program/ current and accurate information included.

M.5.3.1: Train the recruiters and the liaison person assigned to the department from the Admissions Office.

M.5.4.1: One faculty member is part of the recruitment team at the college level and the department will be involved in college level initiatives.

M.5.5.1: Complete a deeper analysis of our retention situation – analyze the data and develop a retention plan as needed.

M.5.6.1: At least one faculty member will join the COE Retention Committee and will include the department in college level retention plans and initiatives.

What were the results?:

R.1.1.1: EXSS- added a new research course to the curriculum and changed EXSS 175 from 1 credit to 3 credits. These changes were approved in spring 2023 and will be implemented in fall 2023. MSAT- Offered a new course (Pharmacology online) in the fall and moved General Medical Conditions to the spring. We also switched two core courses to allow students to take modalities first (in the fall) and the rehab second (in the spring). These changes were implemented in fall 2022. Spring 2023- the first semester the MSAT program was able to collect data on senior-level courses and receive feedback from graduates. This information will be included in the CAATE annual report.

R.1.1.2: Completed in order to create the curriculum changes mentioned above.

R.1.2.1: Completed for the 2022-2023 academic year. This information is posted in Teams. Jennifer helps us collect and maintain this information. Supplemental learning experiences should also be documented and assessed (example- new experiential learning opportunities completed in EXSS 401 and HPED 301).

R.1.2.2: Comparison of fall 2020 data and spring 2023 data will be discussed at the advisory board meeting.

R.1.2.3: EXSS- No data reported. MSAT- Students became members of NATA, MAATA, and MATA, and registered for an NPI number. Students also completed graduate research- abstracts were accepted by MAATA and students presented posters at the district conference.

R.2.1.1: maintaining a list of professional development activities.

R.2.1.2: New faculty were assigned a mentor during the academic year and completed regular meetings throughout each semester.

R.2.1.3: Completed. New supplies/equipment were ordered. The faculty also utilized funds from the Dean’s Office for professional development funds.

R.2.1.4: On-going as we transition into the new building.

R.2.1.5: On-going as we transition into the new building. Items from the EXSS physiology lab were moved into a classroom space. Faculty worked to ensure a safe learning environment for students in that temporary space.

R.2.2.1: No data reported.

R.2.2.2: No data reported.

R.2.2.4: Chair for the Department of Kinesiology was hired August 2023.

R.2.2.5: Chair for the Department of Kinesiology was hired August 2023.

R.2.2.6: No data reported.

R.3.1.1: No data reported.

R.3.1.2: No data reported.

R.4.1.1: Not completed this year. This will be added as a priority for the 2023-24 academic year.

R.4.1.2: Goal met. Hunter Brakeall served as faculty representative to the EXSS Club, Jackie Durst served as faculty representative to the Athletic Training Club.

R.4.1.3: Goal not met, have not received yearly report from the EXSS club as of 5/5/2023.

R.4.2.1: Goal met: Spring Fling, Alumni guest lectures scheduled (Ryan Campbell, MS, MEd, CSCS, TSAC scheduled for EXSS 410, unfortunately he had to cancel due to emergency work obligations.

R.4.3.1: Wellner Scholar was hosted by HPE for the 2022-23 academic year: Dr. Michele Grenier – May 8, 2023.

R.4.3.2: No data reported.

R.5.1.1: Articulation agreement signed with Harford CC. BCCC and CCBC and Morgan State (MOU) will hopefully sign by July 2023.

R.5.2.1: Incoming students (freshman) found this major while searching for colleges. Other incoming students were transfers who are interested in this field- CC transfers or nursing students.

R.5.2.2: EXSS- no data reported. MSAT- opened an Instagram account and posted about events. Posts were also made on the alumni FB page.

R.5.2.3: Completed. Jennifer assisted with updating the web page content and faculty pages.

R.5.3.1: No data reported.

R.5.4.1: No data reported.

R.5.5.1: No data reported.

R.5.6.1: No data reported.

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

The results of the assessment were shared with the new Department Chair. Following review, the new Chair will develop upcoming plans and use the results toward allocating and/or redistributing resources.

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

Results were discussed in Department meetings. All faculty have access to the complete assessment to report data and review overall results.

Evidence, artifacts, and or back up documentation:

Attached Files

Assessment of Strategic Plan Fall 2022 Spring 2023 FINAL.docx

Recreation and Park Management

FY 2023 Recreation and Parks Management Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1. Advance the program's curriculum by continuously improving assessment efforts and integrating stakeholder input.

Link to COE Goal #1:

COE programs provide students with the knowledge, skills, and model dispositions that lead to academic excellence, service, research, and other professional activities.

Link to COE Goal #2: COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.

Goal 2. Develop and maintain a set of resources to be used in increasing the effectiveness of the professional development of RPM undergraduates.

Link to COE Goal #4: COE is committed to creating supportive learning environments that promote community outreach and collaboration with community needs and future employers.

Goal 3. Incorporate undergraduate professional development into the current advising model.

Link to COE #3: COE supports students by providing thorough advising and engaging all students in experiences that promote their well-being, continued professional development, and lifelong learning through an inclusive environment.

Goal 4. Support faculty professional and scholarly development

Link to COE Goal #6: COE supports efforts to continually reflect and improve the operations of the college and departments.

Goal 5. Integrate professional development and scholarly activity into the curriculum.

Link to COE Goal #6: COE supports efforts to continually reflect and improve the operations of the college and departments.

Goal 6. Enhance the program's recruitment and retention efforts.

Link to COE Goal #5: COE recruits and retains diverse, high-quality students, faculty, staff, and administrators.

Start: 07/01/2022

Providing Department: Recreation and Park Management

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Strategic Goal	Objective	Actions per Objective

Goal 1. Advance the program's curriculum through continuous improvement of assessment efforts and integration of stakeholder input. ***Link to COE Goal #1:*** COE programs provide students with the knowledge and skills and model dispositions that lead to academic excellence, service, research, and other professional activities. ***Link to COE Goal #2:*** COE programs promote the tools needed for candidates to develop the ability to reflect and use data to make informed decisions.	To update the assessment plan for the program based on identified needs and practice.	Revise student learning outcomes
		Align learning outcomes with university learning goals
		Develop linkages for competencies at the course level
		Establish quality assessment measures (direct and indirect measures)
		Developing rubrics to measure competencies at the course level
		Meet annually to review data for continuous improvement at the course and program level
		Identify data storage and communication tools for all assessment-related data
	To systematically gather and integrate student input in curriculum development using at least two data sources.	Revise instrument for collecting intern feedback
		Ongoing collection of intern feedback
		Recreation Society to host an annual Town Hall meeting to gather student input
		Invite Recreation Society leadership to at least one program meeting every semester
		Questions added to the advising survey to collect student input
		Use student data to inform decisions
	To expand the engagement of alumni and professionals in curriculum development.	Establish an Advisory Board to be effective 2023-2024
		Every 3 years conduct a workshop at the MRPA conference
		Every 3 years distribute an alumni survey
		Collect feedback from internship supervisors
		Use alumni and practitioners' feedback to inform decisions

Goal 2. Develop and maintain a set of resources to be used in increasing the effectiveness of the professional development of RPM undergraduates. ***Link to COE Goal #4:*** COE is committed to creating supportive learning environments that promote community outreach and collaboration with community needs and future employers.	To examine the effectiveness of experiential learning opportunities as they relate to the professional development of students.	Develop two measures of effectiveness for experiential learning: one for faculty assessment, one for student assessment
		Assess experiential learning opportunities provided by department
		When necessary, apply results of assessment of experiential learning opportunities to provide updated /more fulfilling opportunities.
	To develop & maintain an inventory/database of current and potential experiential learning opportunities, partnerships, conferences, and alumni currently working in the RPSM field to be used for guest speakers, field trips, experiential learning, field experiences, student organizations, and internships.	Collect data/information about relevant opportunities
		Build database to be shared with faculty and students (faculty access to full database, relevant information shared with students via department-wide Canvas site)
		Develop comprehensive tracking system for student professional development opportunities, including measures of usefulness and effectiveness (e.g., conference/career fair attendance, summer work, field experiences)
		Identify opportunities to host meetings, events, conferences, & job fairs that are being presented by professional organizations on our campus
Goal 3. Incorporate undergraduate professional development into current advising model. ***Link to COE #3:*** COE supports students by providing thorough advising and engaging all students in experiences which promote their well-being, continued professional development, and lifelong learning through an inclusive environment.	To expand the current student advising survey to include more student input.	Revise the advising survey and data collection process. - Review and update the current advising survey to address academic, professional and career advising (if needed) - Expand the data collection process to capture information earlier in the student process (e.g., collect data as part of an anonymous survey annually, not just at the end of their time with us)
		Collectively review results of advising survey
	To examine opportunities to host department-specific job/internship fair (to be determined – grand tour considerations).	Use student feedback and developed network database to establish focused opportunities for student work
	To adjust the current advising model to incorporate the new university advising model.	Develop relationships with university-level academic advisors to bridge the gap following years 1 & 2 for students
		Develop an "8-semester" professional development plan to be shared with students

Goal 4. Support faculty professional and scholarly development ***Link to COE Goal #6:*** COE supports efforts to continually reflect and improve on the operations of the college and departments.	To conduct a needs assessment of faculty professional development and scholarly requirements.	Each faculty member will complete an individual needs assessment detailing what could help them develop professionally including pedagogical and technological enhancements and department opportunities Faculty will share needs assessment with program coordinator during annual evaluation
	To assess faculty professional and scholarly development needs at the department level.	Address needs of faculty following conversations as efficiently as possible at the department level through grant and university funding (when possible). Follow-up in 6-month intervals on development progress
	To develop a department-level competencies and needs list to be revised annually.	Create and post a list of standard and specialized competencies/certifications/CEUs that would benefit members of faculty in RPM. Assist faculty members in earning credentials
Goal 5. Integrate professional development and scholarly activity into curriculum. ***Link to COE Goal #6:*** COE supports efforts to continually reflect and improve on the operations of the college and departments.	To apply outcomes from professional and scholarly development into the curriculum.	Identify & integrate opportunities from professional and scholarly development that would benefit curriculum (e.g., best practices, new technology, new resources)
Goal 6. Enhance the program's recruitment and retention efforts. ***Link to COE Goal #5:*** COE recruits and retains diverse and high-quality students, faculty, staff, and administrators.	To annually review marketing materials to reflect program changes.	Refresh print marketing materials (e.g., rack cards, info sheets, etc.)
		Refresh event marketing materials (e.g., tablecloths, pull up banners, t-shirts etc.)
		Refresh digital marketing materials (e.g., website).
	To establish a social media presence for the program.	Identify two social media platforms to use (possibly Instagram as one of the options)
		Weekly posts on each platform reflecting target audience
	To identify the best channels to communicate with the program audience.	Assess prospective student touchpoints – both online and offline – through customer journey mapping analysis
	To assess student retention rates (i.e., develop baseline student retention data).	Identify the factors that impact retention rates for the program

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

Actions per Objective	**Measures**
Revise student learning outcomes	All learning outcomes revised
Align learning outcomes with university learning goals	Alignment with university learning goals completed
Develop linkages for competencies at the course level	Course level competencies identified
Establish quality assessment measures (direct and indirect measures)	Direct and indirect measures established
Developing rubrics to measure competencies at the course level	Rubrics for key assessments developed
Meet annually to review data for continuous improvement at the course and program level	Track the decisions made based on the data reviewed
Identify data storage and communication tools for all assessment-related data	Storage and communication tools identified

Revise instrument for collecting intern feedback	Instrument revised
Ongoing collection of intern feedback	Data collected from 95% of the student interns
Recreation Society to host an annual Town Hall meeting to gather student input	At least 20 students engaged in the Town Hall meeting
Invite Recreation Society leadership to at least one program meeting every semester	Rec Leadership attended faculty meeting and provided input
Questions added to the advising survey to collect student input	Data collected from 95% of the students
Use student data to inform decisions	Track the decisions made based on the data reviewed (meeting minutes; action items established)
Establish an Advisory Board to be effective 2023-2024	Advisory Board determined and first meeting to be held in Fall 2023
Every 3 years conduct a workshop at the MRPA conference	Conducted MRPA workshop involving at least 20 alumni and practitioners
Every 3 years distribute an alumni survey	Survey data collected from at least 25 alumni
Collect feedback from internship supervisors	Feedback received from 95% of the internship supervisors
Use alumni and practitioners' feedback to inform decisions	Track the decisions made based on the data reviewed (meeting minutes and action items)
Develop two measures of effectiveness for experiential learning: one for faculty assessment, one for student assessment	Tools developed Data collection and presentation of results in May 2023 Number of adjustments made to previous experiences Did adjustments increase perceived success compared to previous year?
Assess experiential learning opportunities provided by department	
When necessary, apply results of assessment of experiential learning opportunities to provide updated /more fulfilling opportunities.	
Collect data/information about relevant opportunities	Functional database accessible to all faculty that contains the following: *—An inventory of current and past experiential learning opportunities* *—An inventory of potential opportunities (minimum 2 per faculty)* *—An inventory of partnerships* *—An inventory of relevant alumni* *—An inventory of recent graduates and their current employment status* *—An inventory of conferences in the field and knowledge about attendance*
Build database to be shared with faculty and students (faculty access to full database, relevant information shared with students via department-wide Canvas site)	

Develop comprehensive tracking system for student professional development opportunities, including measures of usefulness and effectiveness (e.g., conference/career fair attendance, summer work, field experiences)	Instrument developed to assess conference attendance Year 2+ - Was there an increase in student conference attendance from the previous year? - Was the recent graduate data collected and entered for all graduates (2019-2022)? - A minimum of 2 potential partnerships from the previous year were involved in experiential learning across the department.
Identify opportunities to host meetings, events, conferences, & job fairs that are being presented by professional organizations on our campus	Year 1 - Three opportunities for hosting an event, conference, or meeting identified – resources and target group considerations Year 2+ - Did we apply to host an event with an organization?
Revise the advising survey and data collection process. - Review and update the current advising survey to address academic, professional and career advising (if needed) - Expand the data collection process to capture information earlier in the student process (e.g., collect data as part of an anonymous survey annually, not just at the end of their time with us)	- The current advising survey was examined, and revisions were made if necessary - A new data collection procedure was agreed upon and put into place
Collectively review results of advising survey	Track the decisions made based on the data reviewed (meeting minutes and action items)
Use student feedback and developed network database to establish focused opportunities for student work	Final decision to be made at the end of the year based on opportunities identified
Develop relationships with university-level academic advisors to bridge the gap following years 1 & 2 for students	Yearly meetings held with university-level academic advisors
Develop an "8-semester" professional development plan to be shared with students	An 8-semester template for professional development has been developed
Each faculty member will complete an individual needs assessment detailing what could help them develop professionally including pedagogical and technological enhancements and department opportunities Faculty will share needs assessment with program coordinator during annual evaluation	**Year 1:** -Each faculty member has created an individual needs assessment and shared with program coordinator **Year 2+:** - Outcomes of the needs assessment(s) will be shared at the college level to secure resources.
Address needs of faculty following conversations as efficiently as possible at the department level through grant and university funding (when possible). Follow-up in 6-month intervals on development progress	**Year 1:** - Individual needs assessments are coded and compiled to form a departmental needs assessment **Year 2+:** (See *Objective I.*)

Create and post a list of standard and specialized competencies/certifications/CEUs that would benefit members of faculty in RPM. Assist faculty members in earning credentials	**Year 1:** Development of comprehensive list of opportunities for growth **Year 2+:** - Each faculty member completes a minimum of one competency from the list or approved by department - The list is updated as competencies are completed
Identify & integrate opportunities from professional and scholarly development that would benefit curriculum (e.g., best practices, new technology, new resources)	**Year 1:** Adopt into individual curriculum a resource, activity, or approach to education that was learned during professional/scholarly development **Year 2+:** - Implement one idea from a conference or professional development opportunity into the overall department curriculum annually. - Long-term: implement one idea *per faculty member* from a conference or professional development opportunity into the overall department curriculum annually
Refresh print marketing materials (e.g., rack cards, info sheets, etc.)	Updated print marketing materials
Refresh event marketing materials (e.g., tablecloths, pull up banners, t-shirts etc.)	Updated event marketing materials
Refresh digital marketing materials (e.g., website).	Updated digital marketing materials
Identify two social media platforms to use (possibly Instagram as one of the options)	Two social media platforms identified, and presence established
Weekly posts on each platform reflecting target audience	A minimum of one post per week/social media platform
Assess prospective student touchpoints – both online and offline – through customer journey mapping analysis	A journey map developed
Identify the factors that impact retention rates for the program	A report produced

What were the results?:

Major accomplishments:

-The program has revised the instrument for collecting student intern feedback and collected feedback from student interns (Objective #2, action items #1 and #2). We collected student intern feedback from a total of 16 student interns. The student interns were asked to assess how well the program coursework prepared them for the internship. The students identified financial management and human resources as the two major areas they felt unprepared for before the internship.

Evidence: Summer and Spring 2022 Student Interns Feedback - Summary of Results (See Appendix A, page 6)

-The program invited the Leadership of the Recreation Society, the program's student organization, to the department faculty meeting on November 9, 2022 (Objective #2, action item #4). Four student leaders participated in the discussion. The students were asked to provide their input on the curriculum, including questions about its best part(s), changes that could be made to the overall curriculum, and courses or specific skills/training they think should be offered.

Evidence: Questions to guide the discussion with the Recreation Society leadership and November 9, 2022, Meeting Minutes (See Appendix B, pages 17 and 19)

-The student data was used to inform decisions (Objective #2, action item #6). The faculty met in December 2022 to discuss the findings from the student intern feedback and the conversation with the Recreation Society leadership. The faculty established a series of actions to address the feedback received from the students. More specifically, in RECR 497 Out-of-Class Requirements, the students can select between participating in a conference or a training program/certification. The faculty also decided to embed the CPR/First Aid training in RECR 443 Issues and Risk Management starting in Fall 2023.

Furthermore, changes were made to RECR 440 Organization and Administration and RECR 491 Practicum and Professional Seminar to address human resources and fundraising deficiencies. Dr. Blankenship integrated a budgeting assignment into RECR 440 and a human resources assignment into RECR 491. The program will monitor the impact of these changes on student outcomes. The faculty are working on revising the program's learning outcomes and will ensure that there is a learning outcome geared toward human resources and fundraising.

Evidence: December 14, 2022, Meeting Minutes (See Appendix C, page 23) and RECR 440 Budgeting Assignment and RECR 491 Human Resources Assignment (See Appendix D, page 28)

-The program has revised the advising survey and the data collection process (Objective #6, action item #1). The program has decided to distribute the advising survey annually, not just at the end of the student's academic experience. The survey will be distributed every Fall semester. The revised advising survey was distributed to students in the Fall of 2022. A total of 36 students responded to the survey. The overall satisfaction scores for academic, career, and professional advising were high (above 90%). The respondents expressed a higher level of satisfaction for the following academic advising items (a cumulative of agree and strongly agree): my faculty mentor seemed genuinely interested in me (97.37%, *n*=36); overall, my advisor was a good source for academic advice for my major (97.37%, *n*=36); my faculty mentor provided accurate assistance in selecting appropriate courses for my degree (94.74%, *n*=36); my faculty mentor was prepared for my advising appointments (94.74%, *n*=36); my faculty mentor has assisted me in developing a long-term graduation plan (94.74%, *n*=36); and my faculty mentor was helpful in discussing my career plans and goals (94.74%, *n*=36).

Evidence: Student Advising Satisfaction Survey Report (includes a copy of the survey used) (See Appendix F, page 43)

-The program faculty have collectively reviewed the results of the advising survey (Objective 6, action item #2). The faculty decided to attend the advising training organized by FSU in January 2023, which will integrate a session on Navigate, a tool to schedule advising appointments and communicate with students regarding advising. Furthermore, an advising form/template was created that includes academic, professional, and career advising. Faculty must capture notes for each student's academic and professional advising recommendations. The department will collect these forms regularly.

Evidence: December 14, 2022, Meeting Minutes (See Appendix C, pages 25-26)

-The program has integrated a requirement for all faculty to include in their advising notes, in addition to the academic recommendations, a section on professional development shared with the students (Objective #8, action item #2). The faculty created a template to use for advising. The program will collect all the advising notes regularly.

Evidence: Advising template, Example of Advising Notes, and Eight Semester Plans (See Appendix E, page 35)

Other accomplishments:

- The department has started the initial discussions regarding learning outcomes (Objective 1; Action 1). However, due to major changes in the department, we are currently working on finalizing a new strategic plan. At the end of Spring 2023, one faculty retired, and one moved to a different institution. Thus, we had to rethink the strategic plan considering the limited resources.
- The department started using Microsoft Teams for data collection, storage, and communication of information (Objective 1, Action 7). All the documentation needed for accreditation will be collected and stored in Microsoft Teams.
- A survey of recent graduates was developed to assess employment six months after graduation. This survey will be distributed three times a year, employed data will be collected as well as information on curriculum and overall preparation for a career in Recreation and Parks Management. The first survey was distributed in Fall 2023 (Objective 3, Action 3)
- The department has participated in various recruitment events, developed an information sheet for the graduate program, two table banners to be used at recruitment events, updated the website, and increased the department's presence on Facebook and Instagram. In addition, a targeted email marketing was completed for the graduate program. 2000 recreation, parks, and sports industry professionals in Maryland were sent an email with information about our graduate program (Goal 6).

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

Overall, the department has made progress in collecting data on various key indicators, and using the data to make informed decisions. Some of the decisions made were described above. This effort will continue in the future. The focus for the upcoming year is to prioritize Goal 1, Goal 3, Goal 5, and Goal 6 for the next year considering currently there are only three faculty in the department working with approximately 120 undergraduate and graduate students. Also, we want to develop a new strategic plan for the department that is realistic considering the resources available. In regard to resource allocation, as a department we have decided to allocate financial resources to support faculty professional development considering our limited ability in implementing strategic actions to directly impact the professional development of faculty.

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

The plan and results were discussed at various faculty meetings. The agenda for each faculty meeting included a discussion on progress made in accomplishing strategic directions and results.

Evidence, artifacts, and or back up documentation:

Attached Files

- Student Interns Feedback Spring Summer 2022.docx
- RPM Faculty Meeting Minutes Nov 2022.docx
- RPM Faculty Meeting Minutes Dec 2022 Final.docx
- Student Advising Report 2022.edited.docx
- Appendix E.pdf
- APPENDIX G.docx
- Budget Assignment.docx
- Human Resources Assignment.docx
- Example RPM Sport Promotion and Communication.docx

College of Liberal Arts and Sciences

CLAS FY 23 Annual Report

Specify your Division/Department Goals Priorities.:

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

2. Serve as a collaborative partner in 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.)

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.)

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

5. Recruit and retain a diverse student population. (Aligns with University Strategic Plan Goal #4: University Resources and Developing a Recruitment and Retention Plan.)

Start: 07/01/2022

Providing Department: College of Liberal Arts and Sciences

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

11a.Ensure academic excellence through program and student learning outcomes assessment.

11b.Encourage and support faculty implementation of applied, experiential, and interdisciplinary learning activities.

11c.Enhance classroom instructional environment to support improved student learning.

11d.Encourage and support faculty research, creative activities, and other professional development activities that involve students.

22a.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.

22b.Promote FSU outreach programs for K-12 students.

22c.Support community engagement and cultural enhancement.

22d.Seek partnership to enhance economic activity and workforce development.

33a.Continue to implement and grow nursing programs.

33b.Launch Life Cycle Facilities Management program.

33c.Launch master's Program in Environmental Management.

33d.Launch fully online bachelor's Program in Multidisciplinary Studies

33e.Encourage faculty collaborations to develop and promote new programs that will attract students, meet industry needs, and create a revenue source.

44a.Continue strategic recruiting practices to broaden applicant pools, diversify selection committees, and hire diverse candidates.

44b.Encourage faculty professional development opportunities that are aligned with college strategic priorities.

44c.Provide mentoring for all new full-time faculty and new chairs.

4d.Provide training for chairs.

55a.Continue to work with departments to decrease DWF rates.

55b.Collaborate with university offices to recruit and retain qualified students from all backgrounds.

55c.Work with departments to update and fine-tune their websites.

55d.Create awareness of potential careers and employment opportunities for students.

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

Various-see results

What were the results?:

CLAS ACTION PRIORITY OUTCOMES

2022-2023

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.)

a.Ensure academic excellence through program and student learning outcomes assessment.

- Regularly scheduled program reviews were completed for Applied Computer Science (MS), Computer Science (BS), Foreign Languages & Literature (BS), and Secure Computing & Information Assurance (BS).

- Dean Mathias worked with the Director and Assistant Director of the Physician Assistant Medicine (MMS) Program to prepare the self-study report for accreditation review by ARC-PA.
- Dean Mathias worked with the Chair of the Department of Engineering to prepare the self-study report for the Mechanical Engineering (BS) Program in collaboration with the University of Maryland College Park.
- CLAS Undergraduate Assessment Council reviewed student learning assessment outcomes for 32 programs for AY 2022-2023.Assistant Dean Keith Terry helped Dr. Jill Morris to lead the effort.Terry was on the CLAS Assessment Council as a non-voting member.
- Assistant Dean Terry is a member of the Student Learning Assessment Advisory Group (SLAAG).Dr. Jill Morris (Chair of CLAS Assessment Council) and Terry completed a yearly report and submitted it in spring of 2023.
- Assistant Dean Terry was a member of the Graduate Learning Assessment Advisory Group (GLAAG) and wrote the annual report. It was submitted in spring 2023.
- Interim Associate Dean Dunmyre was a member of the Assessment and Institutional Effectiveness Council (AIEC).He consulted with colleagues to complete a review of 19 departmental strategic plan outcomes reports for 2021-2022.Feedback was given to each department on the ratings.Dunmyre wrote the strategic plan report for 2021-2022 CLAS outcomes, and it was reviewed by colleagues on the AIEC.
- Dean Mathias and Interim Associate Dean Dunmyre attended the President's UAC Summer Planning Session.
- Assistant Dean Terry was a member of the Program Proposal Advisory Group.

b.Encourage and support faculty implementation of applied, experiential, and interdisciplinary learning activities.

- Dean Mathias and Interim Associate Dean Dunmyre worked with the Chair of the Mathematics Department to prepare for implementation of the Achieve Program, replacing DVMT.
- Assistant Dean Terry coordinated Brains and Brews seminars at the Deep End in Frostburg.Faculty, staff, students, and community members attended. The first was held on September 15.It featured members of the Latin American Student Organization in celebration of National Hispanic Heritage Month.Dr. Jason Speights from Physics and Engineering also spoke about the James Webb Telescope.The second one was held on October 20 and featured Ms. Martha McGill from Philosophy who spoke about being a global citizen.Dr. Gerry LaFemina presented on his new book - "A Pursuit of Happiness."The third was November 17 and featured Dr. Kate Sheehan and some of her graduate students talking about their recent biological research in Alaska. She was followed by Dr. Keith Terry who spoke about his recent research publication on moonshining during Prohibition.The next event of the year took place February 16 when Dr. Jodi Welsch from Educational Professions spoke about the conflicts in primary and middle schools about how to teach reading.The same evening, Dr. Hongqi Li from Biology talked about the search for life in other realms and on other planets.March 16, 2023, a graduate student of Biology, John Falker, presented his research on predators along the C & O Canal.He was followed by Ms. Clara Thiel, also from Biology.Her topic concerned plants unique to western Maryland.The final event of the year was May 11, 2023.Dr. Andy Duncan, English, shared material from his "Weird Western Maryland" collection of stories and Dr. Daniel Moorehead from Sociology presented on deviance.
- Dean Mathias encouraged all CLAS faculty to take training offered by IT and CTE.

c.Enhance classroom instructional environment to support improved student learning.

- Tech fund requests were reviewed by the Dean's Office, ranked, and sent to Instructional Technology. Dean Mathias consulted with IT and other university representatives to finalize tech requests and expenditures.
- Dean Mathias met with Department Chairs and Program Coordinators in Biology, Chemistry, Health Science, and Nursing to plan the setup and move into the new Education and Health Science Center.
- The Dean met with faculty and staff to address facilities issues in Guild, Fine Arts, and PAC.

d.Encourage and support faculty research, creative activities, and other professional development activities that involve students.

- The Seventeenth Annual Appalachian Festival, under the direction of Dr. Kara Rogers Thomas (Sociology), was held September 17-18, 2022.
- The Tenth Annual Undergraduate Research Symposium, under the direction of Dr. Karen Keller (Biology), was held on May 5 of 2023.
- The Dean's Colloquium was planned by Program Coordinator Steele.It was held on April 17 of 2023 for students to discuss their research and creative projects completed with faculty/staff mentors. Seven students representing six projects were nominated by six programs.All seven students participated in the event, which was also attended by Dean Mathias, Program Coordinator Steele, Assistant Dean Terry, and Interim Associate Dean Dunmyre.A satisfaction survey was conducted and results are in the Dean's Office.
- Focus Frostburg, under the direction of Dr. Kara Rogers Thomas (Sociology), was held in the spring semester of 2023 the week of April 17th and featured CLAS faculty and students.
- The Dean's Office implemented the Provost Experiential Learning Enhancement Funding Program (PELEF) for the college.The office received 13 outstanding applications totaling $ 37,417 in requested funds.CLAS had $25,000 available in PELEF funding enabling us to provide complete or partial funding for nine projects.

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:Expanding regional outreach and engagement.)

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.

- Dr. Jason Speights (Physics) served as Director of the Multimedia Learning Center.
- Ms. Jennifer Browne (English) served as Director for the Frostburg Center for Literary Arts.
- Dr. Bill Seddon (Biology) served as the STEM Outreach Coordinator for CLAS and the Director for the FSU Museum of Natural History.
- Reassigned time outcomes were kept by the directors (Speights, Browne, and Seddon) including numbers and types of programs and participants.The outcomes were reviewed by the Dean's Office.

b.Promote FSU outreach programs for K-12 students.

- The FSU Museum of Natural History hosted 459 students and approximately 53 faculty, staff, and parents to campus for field trips in spring 2023. The Museum also hosted several summer camps during June, which yielded an additional 218 museum visits. One of these was a group of 30 talented students from STEMcx, an organization founded by FSU alumnae Sandy and Tyrone Adams.

- Assistant Dean Terry and Program Coordinator Steele worked with faculty members from Biology, Chemistry, Computer Science, Engineering, Geography and Physics to carry-out a four-day, three-night immersive STEM event for 19 exceptional high school students.This took place June 20 – 23, 2023.

- Assistant Dean Terry helped with Leadership Allegany Rising events planned for February 9, 2023.Several Allegany County high school juniors visited FSU in the afternoon.

- Program Coordinator Steele served on a planning group to design the program for Western Maryland STEM Day to be held in fall 2023.

- Program Coordinator Steele participated in a Re-Up Partnership Update Education Meeting.

- The Department of Theatre & Dance hosted 4th Mountain Maryland Theatre Festival on January 20 & 21, 2023 in FSU's prestigious Woodward D. Pealer Performing Arts Center.

- Dean Mathias and Assistant Dean Terry worked with other FSU faculty and staff and ACPS and GCPS administrators to finalize planning for the Bobcat Academy, a pre-college program for Allegany and Garrett County high school seniors. Seven students were recruited for the initial cohort.

c.Support community engagement and cultural enhancement.

- The FSU chapter of the Honor Society of Phi Kappa Phi, under the direction of President Linda Steele, raised $300 for Jane's Place Allegany County Child Advocacy Center. This enabled them to purchase a refrigerator for kids and their families who visit the center to utilize.

d.Seek partnership to enhance economic activity and workforce development.

- Dean's Office collaborated with the Advancement Office on projects and alumni involvement.

- The Dean's Office coordinated meetings with CLAS faculty and representatives from Meritus Health, Northrop Grumman, the US Geological Survey, and the MD Department of Juvenile Services.

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.)

a.Continue to implement and grow nursing programs.

- Dean Mathias worked with the Nursing Department to implement an online LPN to BSN degree online and an on-campus BSN degree. The curricula were approved on campus and the programs were approved by USM and MHEC. Nursing was awarded a $1,571,034 state grant to support the implementation of the BSN program. The two new programs are set to launch fall 2023.

b.Launch Life Cycle Facilities Management program.

- Assistant Dean Terry worked with Dr. Thomas Cadenazzi to rename the Life-Cycle Facility Management major to Sustainable Construction Management.The reason was to make the academic sequence more visible, easier to understand and simpler to find.

c.Launch master's Program in Environmental Management.

- Dean Mathias and Dr. Ben Norris (Chemistry) worked with partners at the University of Maryland Center for Environmental Science to develop curriculum, course scheduling, and recruitment strategies for the collaborative master's Program in Environmental Management. The curricula were approved on campus and the programs were approved by USM and MHEC. The program is set to launch fall 2023.

d.Launch fully online bachelor's Program in Multidisciplinary Studies

- The Multidisciplinary Studies (BS) Degree Program was successfully launched by Program Coordinator Steele and Dean Mathias in fall 2022. This fully online degree completion program enrolled seven students. Program Coordinator Steele worked with Re-Up to identify additional prospects for the program; she also served on a search committee to select an Online Program Management company for future recruitment of students.

e.Encourage faculty collaborations to develop and promote new programs that will attract students, meet industry needs, and create a revenue source.

- The CLAS LBST Ad Hoc Committee continued meeting in the fall 2022 and spring 2023 semesters 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." Dr. Sheri Whalen served as Chair. Dr. Linda Steele coordinates the program.

- Program Coordinator Linda Steele worked with departments to develop several articulation agreements with community colleges.A list of these agreements is in the Dean's Office. There was collaboration with the Provost's Office and Admissions.

- Assistant Dean Terry worked with many college chairpersons and faculty members to create and submit curricular proposals in Kuali.This software hanldes the workflow eliminating the need for proposers or committee members to physically move paperwork from one committee to the next.

- Dean Mathias and Assistant Dean Terry attended Dual Enrollment Meetings for development of Allegany County and Garrett County public schools partnership proposals to establish the Bobcat Academy.

- Dean Mathias worked with Asst. to the President Alan Walker, Program Coordinator Wendy Xu, and VISA Chair Travis English to finalize planning for a joint-degree program in Art & Design with Hunan University of Technology and Business.

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

a.Continue strategic recruiting practices to broaden applicant pools, diversify selection committees, and hire diverse candidates.

- Dean Mathias worked with HR and departments to search for, interview, and hire qualified and diverse faculty in Music and Psychology.

- Dean Mathias attended departmental initial search committee meetings and interviewed candidates.
- The Dean's Office attended Associate Provost job interviews.
- Executive Administrative Assistant, Cindy Troutman, served on a search committee for an executive administrative assistant in the College of Education.
- Program Coordinator Steele is Vice President of AFSCME.

b.Encourage faculty professional development opportunities that are aligned with college strategic priorities.

- Linda Steele, President; James Saku, VP/President-Elect; Matthew Crawford, Treasurer; and Eric Moore, Secretary encouraged faculty and staff to become active members of The Honor Society of Phi Kappa Phi.
- Faculty were encouraged to attend Center for Teaching Excellence Conference, IT workshops, advising workshops, and those sponsored through Office of Human Resources.
- Cindy Troutman, Executive Administrative Assistant, served on the HR Partners Committee.
- Cindy Troutman, Executive Administrative Assistant, held an Administrative Assistant Fall Start-Up Meeting on August 24.

c.Provide mentoring for all new full-time faculty and new chairs.

- Dean Mathias arranged for new TT and FTNTT faculty members to receive mentoring outside of their departments.
- Executive Administrative Assistant Cindy Troutman provided mentoring for two new administrative assistants in the Provost's Office and the College of Education.

d.Provide training for chairs.

- All CLAS Department Chairs had membership access to Academic Impressions.
- All CLAS Chairs were provided access to CCAS's virtual Discussions for Chairs series.
- Associate Dean Dunmyre, Assistant Dean Terry, and Mr. Sean Morton provided many hours of individual training for Chairs on Compliance Assist, Strategic Planning, Strategic Plan Outcomes Assessment, Student Learning Outcomes Assessment and Faculty Evaluation.
- Cindy Troutman, Executive Administrative Assistant, distributed a Chair Handbook to new Department Chairs.
- Assistant Dean Terry provided individual instruction for faculty regarding curricular proposals and the new Kuali software.

5.Recruit and retain a diverse student population.(Aligns with University Strategic Plan Goal #4: University Resources and Developing a Recruitment and Retention Plan.)

a.Continue to work with departments to decrease DWF rates.

- Interim Associate Dean Dunmyre met with all department chairs 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.Provided all CLAS department chairs with comprehensive course/section/instructor-level student success data and a copy of EAB's *Course Completion Playbook*. Required all CLAS departments to submit a written report 1) Identifying one target course for analysis and improvement, 2) a diagnosis of factors contributing to lower than desired student success, and 3) concrete short- and long-term interventions to improve student success rates in the target course.

b.Collaborate with university offices to recruit and retain qualified students from all backgrounds.

- Program Coordinator Linda Steele is an advisor for the Social Science program, Multidisciplinary Studies major and the Liberal Studies program.
- Interim Associate Dean Dunmyre served on the Students of Concern Committee and worked with Student Affairs on cases.
- Program Coordinator Steele and Assistant Dean Terry worked at Bobcat Welcome sessions to enroll students. They conducted first-year advising and registration.
- Dr. Steele attended a USMH transfer fair.
- Program Coordinator Steele assisted Dr. Kate Kinsinger with new student advising in August of this academic year. Dr. Steele advised students with the new Bobcat Welcome Sessions in April and June of 2023.
- Interim Associate Dean Dunmyre and Dean Mathias collaborated with the Graduate Services Office and coordinators of graduate programs to review graduate student appeals for university re-admission and grades.
- Assistant Dean Terry did multiple CLAS Scholarship reviews for the Financial Aid Office.
- Assistant Dean Terry was a member of the Student Success Committee.
- Dean's Office works with departments and the Registrar's Office on late withdrawals, grade changes, and incomplete grade extensions.
- Assistant Dean Terry worked with many department chairpersons to recruit first-time and transfer students at Admissions events.
- Dean Mathias, Assistant Dean Terry, and Executive Administrative Assistant Cindy Troutman reviewed departmental scheduling of classes, enrollment in classes, enrollment in programs, etc.Changes were made to be more effective and efficient in scheduling classes.
- Assistant Dean Terry worked with Dr. Heather Cisneros to identify current and prospective students who may fit the profile of those most likely to earn a Bachelor of Arts degree rather than a Bachelor of Science.Some contacts with those students have been made and others will take place during Bobcat Welcome sessions.

c.Work with departments to update and fine-tune their websites.

- Assistant Dean Terry reviewed web sites, notified departments of outdated information, and made suggestions for improvement.

d.Create awareness of potential careers and employment opportunities for students.

- Assistant Dean Terry worked with Chairs to list careers and employment opportunities for students in each major.These lists can be shared with prospective and current students.Terry is working with departments to share stories of their graduates and distribution of the same is being coordinated with Admissions.

How have the results impacted 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 newly formed College of Arts, Humanities, and Social & Behavioral Sciences will continue to follow a revised version of the CLAS strategic plan in FY 24 while developing a strategic plan for the new college to be implemented in FY 25.

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

Copies of the college's annual report were sent to all department chairs and will be discussed at March 2024 chairs council meeting.

Evidence, artifacts, and or back up documentation:

Biology

2023 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

Biology Department Strategic Goal #1: Recruit and retain diverse and talented faculty and staff (identical to CLAS Goal #4, aligns with University Goal IV)

Biology Department Strategic Goal #2: Recruit and retain a diverse student population (identical to CLAS Goal #5, aligns with University Goal II)

Biology Department Strategic Goal #3: Promote and support activities of educational distinction (identical to CLAS Goal #1, aligns with University Goals I and II)

Start: 07/01/2022

Providing Department: Biology

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Department Action Priority 1a: Communicate our current and future faculty needs in multiple areas of expertise to the Dean and Provost

Department Action Priority 1b: Stimulate community-building and morale

Department Action Priority 2a: Support student groups (Tri-Beta, The Wildlife Society, Pre-Professional Medical Society)

Department Action Priority 2b: Plan and support recruiting efforts

Department Action Priority 3a: Work with Geography to develop an interdisciplinary Environmental Science major program

Department Action Priority 3b: Examine equipment needs for laboratories

Department Action Priority 3c: Establish a Biosafety committee and documentation

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

Department Action Priority 1a: Was PIN request completed and submitted?

Department Action Priority 1b: Were social events conducted and were they attended?

Department Action Priority 2a: Did student groups meet and engage in relevant activities?

Department Action Priority 2b: Did the department participate in recruiting events?

Department Action Priority 3a: Was the proposal submitted to FSU faculty governance and Maryland BOR?

Department Action Priority 3b: Were equipment needs identified? Were they communicated?

Department Action Priority 3c: Was a policy drafted?

What were the results?:

FY 2023

Biology Department Annual Report

Biology Department Strategic Goal #1: Recruit and retain diverse and talented faculty and staff (identical to CLAS Goal #4, aligns with University Goal IV)

Department Action Priority 1a: Communicate our current and future faculty needs in multiple areas of expertise to the Dean and Provost

Results: Biology submitted a position allocation request on June 15, 2023 to Lori Kimble and Dean Boyce Williams. This request was for a general Biologist who could teach courses that would support the growing Nursing program, Biology, Exercise Sports Science, Wildlife & Fisheries, and our graduate programs. We arrived at the decision for this position after several discussions during department meetings. Data for the request was supplied by the department chair and Selina Smith. Unfortunately, we were told that this request would not be granted due to the budget crisis and the resulting 43% financial cut to Academic Affairs.

A copy of the request is attached to this report.

Department Action Priority 1b: Stimulate community-building and morale

August 24, 2022: The department met in the lobby of Compton Science Center for a retreat, featuring homemade food. Graduate students were invited to join in. We welcomed our newest faculty member, Dr. Cody Kent, with a “bird personality quiz” game. Topical information regarding the start of the academic year was shared.

December 13, 2022: Hosted a potluck holiday party in the Compton Science Center, featuring a white elephant game. The department of Chemistry was invited to join us.

January 19, 2023: The department met in the Dean’s Conference Room in Compton Science Center for a retreat, featuring homemade food. We had discussions regarding our evaluation process and other topical information to begin the semester.

Special guest speakers for monthly department meetings included:

•Dr. Carl Crowe, Student Affairs (November 4, 2022 [plagiarism and cheating] and February 24, 2023 [de-escalation techniques])

•Latisha Cooper, Student Accessibility Services (September 2, 2022)

•Lisa Clark, FSU Americorps Program (April 14, 2023)

Oral feedback from faculty members indicated that these special topics were helpful for their teaching/research and made them feel more connected to campus.

Biology Department Strategic Goal #2: Recruit and retain a diverse student population (identical to CLAS Goal #5, aligns with University Goal II)

Department Action Priority 2a: Support student groups (Tri-Beta, The Wildlife Society, Pre-Professional Medical Society)

The Pre-Professional Medical Society completed the following activities:

1. Participated in a "Poverty Simulation Exercise" for aspiring health care providers (sponsored by Nursing dept.).
2. Sponsored "Adult and Pediatric First Aid/CPR/AED Training".
3. Raised money for Relay for Life.
4. Helped with Dr. Seddon's STEM field trips.
5. Sponsored an American Red Cross Blood Drive.
6. Brought in several speakers (WVSOM, FSU's PA program) some of which were open to campus.

The Frostburg State University (FSU) Chapter of The Wildlife Society (TWS) has been active in various group activities. For example, over the last year members of the Chapter have visited the international famous Hawk Mountain Sanctuary in Pennsylvania, conducted bird and herpetology-focused field trips, participated in 2 regional colloquiums, where other University TWS chapters gather to exchange ideas and compete in field and academic contests (in Kentucky and Pennsylvania), started a campus bluebird nest box program, and attended the Maryland-Delaware Chapter of TWS (practicing professionals from the 2 states). In April, FSU-TWS will visit the Pittsburgh Zoo and attend a workshop hosted by MD-DE TWS on capturing wild animals for research. The size of the FSU-TWS membership of has expanded considerably over the last 2 years, largely contributed by activities sponsored by an active and dedicated group of officers and board members.

Frostburg State University's Lambda Nu Chapter of Tri-Beta National Biological Sciences Honor Society inducted ten new members during the 2022-2023 academic year. An induction ceremony and dinner was held at Penn Alps. Guest speakers were hosted during some of our monthly meetings, who covered topics such as exploring various career opportunities in biology. Several students presented posters at the Undergraduate Research Symposium. Tri-Beta put together a Thanksgiving meal basket to bless a local family in need. Students also offered their assistance with Campus Visit Days and K-12 field trips.

Department Action Priority 2b: Plan and support recruiting efforts

Faculty from the department attended and participated in all Campus Visit Days, including the Academic Fairs, Leadership Allegany Rising, and Bobcat Bound Days. Dr. Seddon opened the Natural History Museum for all Admissions events and campus tours.

Biology Department Strategic Goal #3: Promote and support activities of educational distinction (identical to CLAS Goal #1, aligns with University Goals I and II)

Department Action Priority 3a: Work with GEOG to develop an interdisciplinary Environmental Science major program

The proposal for the Environmental Science major was submitted to Faculty Governance in September 2022. The proposal was presented to the Maryland Board of Regents on March 14, 2023 and was approved without issue. The program was added to the undergraduate catalog in the summer of 2023 and our first students enrolled in Fall 2023. Written descriptions and quotes were provided to the FSU Communications team for publicizing the program. Attached are documents describing the curriculum and an 8-semester plan.

Department Action Priority 3b: Examine equipment needs for laboratories

In collaboration with Ms. April Knapp, lab manager, a document was prepared that listed critical equipment in the Compton Science Center that is at or beyond its lifespan. That document, along with justifications and quotes for replacement, was sent to the Provost's Office and the CLAS Dean's office on November 9, 2022. We also compiled a list of dates where campus facilities maintenance & repair requests were made during the year on our walk-in cold rooms and freezers. This document was sent to the CLAS Dean's Office on January 9, 2023. These documents are attached.

Department Action Priority 3c: Establish a Biosafety committee and documentation

Dr. Kumudini Munasinghe, chair of the Biosafety Committee, drafted a policy concerning the use of live organisms in the department of Biology. She also wrote an application form for faculty who would like to work with BSL-2 organisms in the laboratory. These documents were reviewed by other members of the Biosafety committee, as well as MJ Parsons, University Safety Officer. The

documents were approved by the department. These documents are 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?:

Some of the Department Action Priorities, specifically 3a and 3c, are largely complete and will not be priorities next year. Others are continuing. Priority 3a describing equipment needs in the department, will likely be primary focus for the department because our our identified needs have not been met.

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

The plan is referenced at monthly department meetings.

Evidence, artifacts, and or back up documentation:

Attached Files

- Position Allocation Request Form FY 25.doc
- ENSC 8 Semester Plan (1).docx
- Environmental Science Curriculum 220921 (5).docx
- Biosafety Guidelines-FSU Maryland (2).docx
- Compton freezer failures.docx
- Frostburg Compton Science DMP (10-26-22) (1) (1).pdf
- Frostburg Gunter Hall DMP (10-26-22) (1) (1).pdf
- equipment needs Biology.docx

Chemistry

Departmental Annual Report-Outcomes for 2022-2023

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: 07/01/2022

Providing Department: Chemistry

End: 06/30/2023

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

1D. Monitor and Evaluate Chemistry Major Retention

2A. Request a PIN Conversion

2B. Hire New Chemistry Lab Manager

2C. Stabilize the Administrative Assistant Position for the Department

3A. Establish and Initiate a Plan to Manage Departmental Instrumentation

4A. Department Curriculum Review

4B. Explore the Feasibility of an online alternative to CHEM 103

4C. Evaluate Departmental High Stakes Courses for Student Success

5A. Continue to Enhance Partnership with Advent Pharmaceutical Laboratories

5B. Implement Pharmacy School Articulation Agreement

5C. Explore Pharmacy School Articulation Agreement with UMD School of Pharmacy and Shenandoah Pharmacy School

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?

1D. Monitor and Evaluate Chemistry Major Retention

Has a method been developed to track and access retention in our majors?

2A. Request a PIN Conversion

Has a PIN conversion been requested and approved for the department?

2B. Hire New Chemistry Lab Manager

Has a new chemistry lab manager been hired for the department?

2C. Stabilize the Administrative Assistant Position for the Department

Has the role of administrative assistant been defined for the department?

3A. Establish and Initiate a Plan to Manage Departmental Instrumentation

Has a plan been started to manage instrumentation within the department?

4A. Department Curriculum Review

Has the process for curriculum review across the department been started? How many changes are proposed?

4B. Explore the Feasibility of an online alternative to CHEM 103

Has an alternative option to CHEM 103 been explored?

4C. Evaluate Departmental High Stakes Courses for Student Success

Has general chemistry 2 been reviewed to determine overall student success levels?

5A. Continue to Enhance Partnership with Advent Pharmaceutical Laboratories

Has a partnership and MOU with Advent Pharmaceutical Laboratories been initiated? How many students were employed?

5B. Implement Pharmacy School Articulation Agreement

Has a pharmacy school articulation agreement been implemented? Has advertising taken place?

5C. Explore Pharmacy School Articulation Agreement with UMD School of Pharmacy and Shenandoah Pharmacy School

Has contact been made with both UMD and Shenandoah Pharmacy programs to arrange for an articulation agreement between FSU and their programs? Have drafts begun for articulation agreements?

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 1 local high school chemistry class.

Outcome of 1A: The department continues to work on recruiting and retaining chemistry majors. For the first time since COVID restrictions were put into place the department was able to host local high school students for two separate days of chemistry on campus in the spring 2023 semester. The event was very well received by nearly 200 high school students as well as the 4 total faculty members present from the schools. Four schools were hosted (Allegany, Fort Hill, Mountain Ridge High Schools, and the Career Center). During the event the high school students were introduced to Chemistry faculty, staff, and current FSU students. The day was packed with three hands on activities lead by Chemistry faculty that included an investigative acid and base chemistry lab, the creation of their own hand lotion and science behind it, along with a spice extraction and analysis lab. In addition, the students were able to engage in a question-and-answer session with a brief chemistry demonstration with current FSU students. In addition, the local section of the American Chemical Society was also involved by helping to sponsor the lunch provided during the two-day event.

Members of the department were also able to participate in over 15 different "open house" events organized by the FSU admissions office throughout the year. The department offered and awarded a new recruitment scholarship given to each department this past year. Efforts to reach out to admitted students interested in a Chemistry major continued. Letters and emails 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 increased significantly from this year when compared to the last.

The department continues to enhance our social media presence using Facebook, Instagram, and Tik Tok. The department plans to reevaluate the recruitment plan for the next academic year for modifications given the current learning environment. A retention plan is also being 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: A new welcome video was created highlighting aspects of the department from one of our current students and an alumni. The video was added to the Chemistry admissions landing page for prospective students to view. In addition to this video, a short video regarding our chapter of the Student Members of the American Chemistry Society (SMACS) was also created. This video will be used to showcase our student organization. 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

Continue to enhance the welcome/introduction experience and resources for new and current majors.

Outcome of 1C: The department continued our welcome event during mid fall for all majors and minors. The event was attended well by faculty, current students, and new majors/minors. It was a great evening for collaboration. The department completed our new CANVAS course for majors and minors this past year. This course has been a great way to share events relevant to the field of Chemistry with our students. As part of the department curriculum committee, a new introductory seminar course was created and will be implemented in the Fall 2023 semester. This course was designed to introduce the new chemistry majors to the field of chemistry, to faculty and staff, to current students, and to the curriculum within the department. The seminar course will be scheduled to partially overlap with our senior level seminar course for new majors to directly interact with the seniors in the department and to learn about different areas of chemistry research. The department was also fortunate enough to create a new student lounge area where students, both new and current, can interact with each other and have a quite place to study in the building.

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1D: Monitor and Evaluate Chemistry Major Retention

Develop a system to track and evaluate retention within the department

Outcome of 1D: The department chair developed a system to monitor for retention by utilizing PAWS information on student majors. Each semester a query on chemistry majors as well as minors is run in PAWS and compared to previous semesters. Further analysis on this process and alternative ways to evaluate our retention of majors will be conducted.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priority 2A: Request a PIN Conversion

Request a FTNTT conversion to FTTT to stabilize and diversify the departmental faculty.

Outcome of 2A: 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. The department will reevaluate this request and resubmit for the following academic year.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priority 2B: Hire New Chemistry Lab Manager

Hire a new lab manager for the department due to a recent vacancy in the position.

Outcome of 2B: The department successfully hired a new lab manager that started January 2023.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priority 2C: Stabilize the Administrative Assistant Position for the Department

Establish and define the role of the administrative assistant for the department.

Outcome of 2C: The department worked with the administrative assistant to better define the position within the department. With the announcement that the three colleges on campus would be realigning and that Physics would be joining Chemistry, many changes were discussed for the administrative position. With the realignment it was determined that the administrative position would be shared equally between the Chemistry & Physics Department and the Engineering Department. Our department worked to create a new office space for our admin along with a new phone extension for our specific department. A new schedule was determined and put in place prior to the start of the Fall 2023 semester. Continued efforts and discussions on further defining the administrative assistant's role in our new formed department will be made over the next year.

Strategic Goal 3: Sustainable Management of Equipment

Action Priority 3A: Establish and initiate a plan to manage departmental instrumentation.

A plan to maintain the operation and repair of departmental instrumentation with and without a lab manager will be put in place.

Outcome of 3A: Our newly hired lab manager along with faculty members have been working diligently on creating logbooks for each instrument in the department. A repair/maintenance cycle is continuing to be developed for each instrument as well. We are working with the FSU foundation office to determine funding options for new instrumentation or repairs that are needed.

Strategic Goal 4: Curriculum Development

Action Priority 4A: Department Curriculum Review

Continue to review the department curriculum flow and learning outcomes/goals for all chemistry classes for continuity of learning.

Outcome of 4A: The department curriculum committee continued to evaluate the overall flow/sequence of courses and content in the department to determine the best route for our students and our program. As a result of this work, several curriculum changes were submitted through governance and were approved. The requested changes were implemented for the start of the Fall 2023 semester. Most notably our new CHEM 191 (Introductory Seminar) was added, our CHEM 305 (Research Methods) was reduced from 3 credits to 1 credit with the requirement that students enroll in 2 credits of CHEM 493 (Advanced Chemistry Research), prerequisites/corequisites were modified for several courses in our curriculum to better meet expectations and aid in student success. A new course, CHEM 133 (Chemistry for Engineers), was developed per the request of the Engineering program. The department will continue to review and enhance our curriculum as needed.

Strategic Goal 4: Curriculum Development

Action Priority 4B: Explore the feasibility of an online alternative for CHEM 103.

Continue to develop this alternative option for basic skills in preparation for CHEM 201/202 sequence.

Outcome of 4B: Work on an online option for students to learn basic skills needed to succeed in our introductory 201/202 sequence has been continued. Large question banks have been completed in key areas and others continue to be developed. The department will continue to develop this option.

Strategic Goal 4: Curriculum Development

Action Priority 4C: Evaluate Departmental High Stakes Courses for Student Success

General Chemistry 202 will be reviewed.

Outcome of 4C: The department was unable to complete this analysis. No official review of the 202 course has been completed after the redesign of the course was implemented. The department will likely revisit this in the future.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5A: Continue to enhance 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 discontinued efforts to establish a working relationship with this company.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5B: Implement Pharmacy School Articulation Agreement

Continue to implement and advertise the articulation agreement between the FSU Chemistry Department and the UMES PharmD program to encourage student interest and enrollment.

Outcome of 5B: This pharmacy articulation agreement has been implemented and advertisement has taken place for it regionally through media outlets and on the FSU website. The department has also shared this information on social media sites as well as during admissions events on campus. Continued efforts are needed to advertise and enroll students into the program. General interest has been expressed by some students (current and new), and a few students are currently enrolled in the program.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5C: Explore Pharmacy School Articulation Agreement with UMD School of Pharmacy and Shenandoah Pharmacy School.

Restart drafting articulation agreements.

Outcome of 5C: Drafts of these articulation agreements are currently on hold. Further work will need to be completed to move this forward sometime in the future.

How have the results impacted 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 2023-2024 plan still remains focused around the same common action priorities from this year's plan with an added emphasis on physics being added to reform our new department of Chemistry & Physics. 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 2022 and 2023 Academic Year.docx

Computer Science and Information Technology

2022-2023 CSIT Annual Report

Specify your Division/Department Goals Priorities.:
Goals

1. Complete the program review for the department's B.S. in Computer Science.

2. Complete the program review for the department's B.S. in Secure Computing & Information Assurance.

3. Complete the program review for the department's M.S. in Applied Computer Science.

Ongoing

4. Continue to create an advisory board for the department. (Ongoing)

5. Continue to monitor and review the ACM-202x Curricula Recommendations as they are developed. (Ongoing)

Action Priorities

1. Complete the program review for the department's B.S. in Computer Science.

1a. Appoint one individual to oversee writing the internal report for the B.S. in the Computer Science program.

1b. Identify one external individual to review the B.S. in Computer Science program.

1c. The department chair is to coordinate with the writer in the following capacities: retrieve data, write surveys, research, organize visits, write the certificate, and coordinate communications.

2. Complete the program review for the department's B.S. in Secure Computing & Information Assurance.

2a. Appoint one individual to oversee writing the internal report for the B.S. in Secure Computing & Information Assurance program.

2b. Identify one external individual to review the B.S. in Secure Computing & Information Assurance program.

2c. The department chair is to coordinate with the writer in the following capacities: retrieve data, write surveys, research, organize visits, write the certificate, and coordinate communications.

3. Complete the program review for the department's M.S. in Applied Computer Science.

3a. Appoint one individual to oversee writing the internal report for the M.S. in Applied Computer Science program.

3b. Identify one external individual to review the M.S. in Applied Computer Science program.

3c. The department chair is to coordinate with the writer in the following capacities: retrieve data, write surveys, research, organize visits, write the certificate, and coordinate communications.

Ongoing

4. Continue to create an advisory board for the department. (Ongoing)

4a. Based on the attempted work in previous years, the department advisory board will assemble the advisory board and include one content expert for each major: Computer Science, Computer Information Systems, Information Technology, and Secure Computing and Information Assurance.

4b. The board will meet at least once during the 2022-2023 academic year.

4c. The department chair will report the board meetings' proceedings at the next monthly department meeting following a board meeting.

5. Continue to monitor and review the ACM-202x Curricula Recommendations as they are developed. (Ongoing)

5a. The department curriculum committee and the department chair will monitor the ACM-202x Curricula Recommendations looking for inconsistencies between the department curricula in C.S., CIS, ITEC, and SCIA.

5b. As the ACM 202x guidelines are a major paradigm shift for computer science. Thus, the department curriculum committee will prepare a list of courses that must be updated, deleted, and created.

5c. The curriculum committee will prepare an action plan for the department during May 2023. The plan is to prepare the department for the impending changes.

Start: 07/01/2022

Providing Department: Computer Science and Information Technology

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:
1a. Create an ad hoc group to complete the internal program review for the B.S. program in Computer Science.
1b. Assign Dr. Pan as the primary investigator to review the program.
1c. The department chair is assigned to coordinate all other aspects of the program review, including external review procurement, data gathering, and certificate creation.

1d. The department is assigned to review all collected materials and reports and help determine the most relevant information to include in the certificate that will best help the department with future endeavors and better understand the strengths, weaknesses, and opportunities for the Computer Science Program.

2a. Create an ad hoc group to complete the internal program review for the B.S. program in Secure Computing & Information Assurance.
2b. Assign Dr. Xu as the primary investigator to review the program.
2c. The department chair is assigned to coordinate all other aspects of the program review, including external review procurement, data gathering, and certificate creation.
2d. The department is assigned to review all collected materials and reports and help determine the most relevant information to include in the certificate to help the department with future endeavors and better understand the strengths, weaknesses, and opportunities for the Computer Science Program.

3a. Create an ad hoc group to complete the M.S. in Applied Computer Science internal program review.
3b. Assign Dr. Xiao as the primary investigator to review the program.
3c. The department chair is assigned to coordinate all other aspects of the program review, including external review procurement, data gathering, and certificate creation.
3d. The department is assigned to review all collected materials and reports and help determine the most relevant information to include in the certificate to help the department with future endeavors and better understand the strengths, weaknesses, and opportunities for the Computer Science Program.

4a. Complete the merge into the new College of Business, Engineering, Computational & Mathematical Science
4b. Meet the existing College of Business board, now reformulated into the BECMS board.
4c. Future – identify and invite new board members who are currently in the computing field/

5a. Monitor www.acm.org for news of when the ACM 202x curricula recommendations is ratified.
5b. Begin overhauling the current CS curriculum to bring our program into alignment with the new recommendations. It was expected that this would happen in 2023. It appears that it is still in draft in committee. https://csed.acm.org/

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

1a, 1b, 1c. The measure was to have documented efforts of an internal, external, and other stakeholders' review of the B.S. in Computer Science program. In addition, we have documented department meetings involving the outcomes of the data collected.
1d. The measure was to have a program review certificate completed and reviewed by the department, dean(s), and provost. The certificate was accepted and sent to MHEC.

2a, 2b, 2c. The measure was to have documented efforts of an internal, external, and other stakeholders' review of the B.S. in Secure Computer & Information Assurance program. In addition, we have documented department meetings involving the outcomes of the data collected.
2d. The measure was to have a program review certificate completed and reviewed by the department, dean(s), and provost. The certificate was accepted and sent to MHEC.

3a, 3b, 3c. The measure was to have documented efforts of an internal, external, and other stakeholders' review of the M.S. in Applied Computer Science program. In addition, we have documented department meetings involving the outcomes of the data collected.
3d. The measure was to have a program review certificate completed and reviewed by the department, dean(s), and provost. The certificate was accepted and sent to MHEC.

4a. The development of an advisors board would be created.
4b. The board would be scheduled to meet with the department once a semester.
4c. The successful creation of an Advisory Board for the department- or joining an existing board.

5a. The new guidelines were released, and the department began to review the final draft
5b. the department will have successfully started working on the alignment with the new guidelines in the form of new courses and modification of existing courses. The changes will be sent through the faculty senate with a major modification for MHEC.

What were the results?:

1a., 1b., 1c., and 1d. The program review for the B.S. in Computer Science was accepted and sent to MHEC.

2a., 2b., 2c., and 2d. The program review for the B.S. in Secure Computer & Information Assurance was accepted and sent to MHEC.

3a., 3b., 3c., and 3d. The program review for the M.S. in Applied Computer Science was accepted and sent to MHEC.

4a., 4b., 4c. The college realignment has afforded the department an opportunity to have an advisory board. We have met the existing BECMS board and will nominate individuals to join the advisor board during the 2023-2024 academic year.

5a.,5b. The department awaits the final release of the Computer Science Guidelines.

How have the results impacted 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 –
The loss of six department members a few years ago with only two replacements has dramatically impacted the efficiency and workflow of the department. However, we were still able to complete several of the action priorities, including three successful program reviews.A momumental effort that would not have happen without our dedicated faculty and staff. However, this is great concern about the additional loss of a faculty member through non-renewal for the fall of 2024.
There are several areas the department will continue to focus on for Academic Year. 2023-2024
1. The ACM (Association of Computing Machinery) curriculum guidelines (202x) continue to be developed. Currently, there is no fixed date for release (just 202x, with the x designating sometime this decade), so the department must continue to review and map new guidelines to our curriculum to ensure our students are prepared and we remain competitive as a computing science department.
2. As the University replenishes our human resources, the class schedule volatility will resolve itself, and we will schedule our first advisory board meeting.
3. One of our focuses for the year will be streamlining our course offerings to ensure we efficiently use our existing faculty.

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

During the monthly department meetings, the strategic plan is discussed and revised. In August of each year, there is a summer planning session for the new strategic plan. The Strategic plan annual report is distributed to the department for feedback. In addition, the department uses email, M.S. Teams, and other communication channels to ensure we close the loop with communications. The results have also been discussed with the Dean of CLAS and the new BECMS (it is a transition year) through various meetings throughout the year, email, and this system.

Evidence, artifacts, and or back up documentation:

2023 Departmental Annual Report - CSIT

Specify your Division/Department Goals Priorities.:

Start: 06/01/2023

Providing Department: Computer Science and Information Technology

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

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

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:

English & Foreign Languages

New Departmental Annual Report Item

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. Gen Ed assessment is a vital part of our Middle States accreditation, linking to Standards 3, 4, and 5. This also Links to CLAS Goal 1 and University Goals 1 & 2.
2. Continue Advancing the Department’s Anti-racist Action Plan. This supports Middle States Standard 3 and 5, and links to CLAS Goal 5 and University Goal 4.
3. Administer English Core and Concentration Curriculum Revisions. This supports Middle States Standards 3 and 5, and links to CLAS Goal 1 and University Goals 1 & 2.
4. Assess ENGL 101 Redesign. This supports Middle States Standards 3 and 5, and links to CLAS Goal 5 and University Goal 4.

Start: 07/01/2022

Providing Department: English & Foreign Languages

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1A. Perform General Education Assessment

1B. Perform Capstone Assessment

1C. Monitor Course Offerings

2A. Address Categories in Department Anti-Racist Report

3A. Create Syllabi for Proposed New Courses

3B. Revise Outcomes for Different Concentration Capstones

4A. Meet with Instructors about Revision Strategies

4B. Discuss Creating a More Distinct Curriculum for Basic Writing Sections

4C. Survey 101 Instructors to Assess Placement

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

4C Explore Embedding Librarians in ENGL 101 2A. Addressing Categories in the department Anti-Racist Report can be seen by the number of completed actions in the report below.

3A. Syllabi for proposed new courses in the English curricular revision were generated by faculty, reviewed by the curriculum committee, and are listed below. These will be moving through governance in AY 2024.

3B. Revise outcomes for concentration Capstones. The outcomes were revised and are listed below.

4A. Meet with instructors about revision strategies. The English 101 Committee met 6 times in AY 2023 to discuss multiple issues surrounding 101, including revisions to the first assignment (see below).

4B. Discuss Creating a More Distinct Curriculum for Basic Writing Sections - this was put on hold pending a new assessment strategy.

4C. Survey 101 Instructors to Assess Placement - an informal survey was conducted among ENGL 101 instructors.

What were the results?:

1A. This year, ENGL 101 and ENGL 330 were assessed. Reports are attached below.

1B. Lower scores across the board were noted in Capstone assessment. See report below.

1C. Courses were covered in Fall 2022. A sudden resignation in January 2023 meant that courses had to moved around on the schedule, which resulted in two unexpected overloads. A change in course time to an 8 am slot led to low enrollment for that section.

2A. The anti-racism action plan continues to be an important action item and helps define our department's focus on diversity of voices. The report may be seen below. This is an ongoing commitment that the department makes to track and publicize our efforts in this area.

3A. New syllabi, particularly for courses at the 200-level, were constructed. Some additional courses also were put in the pipeline.

3B. The outcomes were discussed by the concentration representatives and the curriculum committee.

4A. The way the previous assignment was worded was leading students to disclose too much personal information that led instructors -- as mandated reporters -- to report students. The ENGL 101 Director revised the wording in a way that kept the spirit of the assignment intact while leading students toward other more appropriate ways of completing the assignment.

4B. The ENGL 101 assessment over the summer revealed the need for a new assessment tool/process.

4C. Instructors have not observed major trends of "basic writers" incorrectly placed in traditional English 101 sections and vice versa. With rare exceptions, placement seems to function well.

How have the results impacted 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. Lower scores in ENGL 330 for sources and evidence led to the instructor adding an additional assignment focusing on that criterion. ENGL 101 assessment indicated the need for a new assessment method. A new assessment for ENGL 101 will be developed in AY2024 and is an action priority item for the next department plan.

1B. Instructors responded by providing individual strategies for improving scores to be included in the Student Learning Outcomes Assessment report. Faculty members were encouraged to join the Assessment Committee to get a better view of the work of all majors. Several are coming on board. This means additional work for faculty.

1C. While no changes were expected here for Fall 2023, many occurred, which will be addressed in the AY 2024 report.

2A. Collecting data for this report will again be an action item for AY2024.

3A. The new courses will be moving through the governance process. This is an action item for AY 2024.

3B. The learning outcomes, attached to the revised Capstones, will move through the governance process in AY2024.

4A. The revised wording fixed the problem. No additional reports had to be issued.

4B. An action item for AY2024 is to pilot a new assessment for ENGL 101.

4C. While the department did not observe a need to change placement models, the model was changed by the administration for Fall 2023.

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

The department meets monthly. The results from previous plans are delivered in department meetings attended by faculty, discussed, and new items for the next year are added as necessary. Faculty members vote on goals and action priorities.

Evidence, artifacts, and or back up documentation:

Attached Files

- 1A GEP SLOA Analysis 2022-2023 Writing ENGL 101.docx
- 1A GEP SLOA Analysis 2022-2023 Writing ENGL 330.docx
- 1B Report-Capstone Assessment Results (22-23 data).pdf
- 2A Anti-racist progress report.pdf
- 3B New Capstone Outcomes.docx
- Engl 2XX--African American Rhetoric .docx
- Engl 2XX--Contemporary America Voices.docx
- Engl 2XX--Intro to CW.docx
- Engl 2XX--Intro to PW.docx
- Engl 3XX--Public Writing for Social Change.docx
- Engl 3XX--Studies in 18th-19th Century Literature.docx
- Engl 3XX--Studies in 18th-19th Century Literature.docx
- Engl 3XX--Studies in 20th-21st Century Literature.docx

Geography

GEOG Dept AY 2022 2023 Annual Report

Specify your Division/Department Goals Priorities.:
See attached report

Start: 07/01/2022

Providing Department: Geography

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:
See attached report

What are the Measures/Metrics used to assess effectiveness?:
We did not use pre-determined measures & metrics in AY 2022-2023, but have built them into the strategic plan and action priorities of AY 2023-2024.

What were the results?:
Departmental accomplishments in support of action priorities are detailed in the attached file.

How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?:
1] Focus of AY 2023-2024 plan has shifted to align with new College of Education, Health and Natural Sciences' new strategic goals. Also, metrics have been built into the AY 2023-2024 plan.

2] There were no reallocation of resources based on the strategic plan outcomes. The department received a 43% cut to its operating budget in AY 2023-2024. Resources were reallocated to meet essential operations.

How was this plan and results conveyed to your Division/Department?:
Departmental progress on the plan is discussed and reviewed in monthly department meetings. The annual report is shared electronically.

Evidence, artifacts, and or back up documentation:
Attached Files
GEOG AY 2022 2023 Strategic Plan Results.docx

History

*Departmental Annual Report (History)

Specify your Division/Department Goals Priorities.:

1. Recruitment and Retention
2. Staffing
3. Assessment
4. Collaboration a. GEP b. WMST c. Honors Program
5. Facilities

Start: 07/01/2022

Providing Department: History

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Specify your Division/Department Actions/Priorities/Plans:

1.a. Effective academic advising of History majors, Fall and Spring
1.b. Effective academic advising of History majors at Transfer Advising sessions
1.c. Promotion of History major on digital signage and *StateLines*
1.d. Efficient evaluation of History scholarship applications, Spring
1.e. Enhancing participation in History Club/Phi Alpha Theta
1.f. Promotion of and oral presentations to prospective History majors at Next Generation Scholars events, Open Houses, etc.
1.g. Efficient and effective replies to telephone and email queries about the History major
1.h. Build internship and volunteer opportunities for History majors on campus and in the community
1.i. Discuss and encourage History faculty to offer new courses in the department

2.a. Submission of PIN request for a new faculty member

3.a. Assessment rubrics and procedures: Continue to evaluate, discuss, and improve efficacy of assessment rubrics and assessment procedures
3.b. Assessment outcomes: Continue to discuss and employ appropriate teaching methods and strategies to improve students' research and writing skills

4.a. Contribution to GEP: Enhance History Department's contribution to the GEP by encouraging History faculty to teach IDIS 150 and IDIS 350
4.b. Collabroation with Honors Program: Offer HIST 111 every semester, as well as occasional sections of IDIS 491
4.c. Collaboration with Women's Studies: Actively contribute to WMST minor by participating in the WMST steering committee

5.a. History classrooms: Replace antiquated and damaged desks/chairs
5.b. Audio-visual equipment: Update audio-visual equipment in History classrooms as needed
5.c. History office equipment: Update computers, printers in History faculty offices as needed
5.d. Humanities Center: Continue to upgrade and utilize the Humanities Center as a classroom and meeting space

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

What were the measures/metrics used to assess effectiveness?

-Capture the number of advisees, majors, and students served
-Catalog the various measures undertaken in support of goals and action priorities

What were the results?:

What were the results?

Out of the 19 action plan items listed above, the department was able to address 15 of them directly (1a-i, 2a, 3a-b, 4a, 4c, 5a-d)

Below is a listing of the various activities undertaken in pursuit of our action priorities. Our faculty of 4 did its best with the limited human power that was available throughout the year to accomplish our goals:

Recruitment and Retention:

-Completed review and rankings of FSU scholarship applications: Martha T. and Ralph M. Race Western History Scholarship; Monaco Family History Scholarship; Louise McKenna History Scholarship; and Esther Doerr Scholarship, January 2023

-Department Chair represented the History Department at Leadership Allegany Rising event, February 2023 (23 students)

-Department Chair represented History Dept. at Canvas Visit Day event (Saturday), February 2023 (spoke to 4 prospective students) 3 hours

-Department chair represented History Dept. at Canvas Visit Day event (Monday), February 2023 (spoke to 6 prospective students) 1 hour

-Department chair represented the History Department at Scholars Day event and luncheon (Saturday), at the request of Admissions, February 2023 (3 hours)

-Department chair filmed for History major promotional video by the Admissions office, late August 2022 (1 hour session)

-Department chair drafted History major promotional mailing at the request of Kristin Miller, late August 2022

-Instructor set up online section of HIST 485 in Spring 2023 to accommodate graduating student with an internship downstate, September 2022

-Department representative(s) participated in each Open House event, Fall 2022-Spring 2023

-Fielded queries and gave assistance to History majors and faculty during the week of Drop/Add at the start of the Spring and Fall semesters (6 students served)

-At the request of CAAR, department chair added himself as a "faculty mentor" for a new history major in PAWS, February 2023

-Department chair responded to History major Cristina Banks' concerns about completing the requirements to graduate by May, referred her to Linda Steele about LBST or MDST as more viable options to graduate, December 2022

-Fielded queries about students' transfer credits in history courses throughout the year (6 students served)

-Department chair expedited paperwork for faculty grade changes throughout the year (roughly 4 students served)

-Regular posts to the FSU History Department Facebook page throughout the year (roughly 1 post per week)

-Digital signs to promote the major, posted in Gira Center and Lane Center, in Fall and Spring semesters

-*StateLines* articles to promote History course offerings, Fall and Spring semesters

Submission of a PIN request for a new faculty member:
Due to low overall enrollment throughout the university and limited enrollment in the History major, the chair decided that the coming academic year was not the right time to pursue the addition of a new faculty member. We hope to do so in the coming year, should enrollments at the university improve.

Assessment:
The department's assessment work for HIST 299 and HIST 485 revealed mixed results. In HIST 485, students during this past academic year showed solid improvements in the areas of research and evaluating sources, scoring consistent 3 ratings; however, they tended to struggle with the technicalities of proper formatting and word processing computer applications. In HIST 299, the committee noticed weaker abilities among this cohort. In its discussions, the committee speculated that the Fall 2022 cohort in HIST 299 was a weaker group of students, who struggled with the many technicalities of writing a longer paper, working with quotations, editing and polishing their grammar, and mastering with the Chicago Manual of Style – despite the extra time that had been built into the class syllabus for copyediting strategies, formatting bibliographies and footnotes, and working with the Chicago Manual of Style. We continue to worry that the negative overall impact of the COVID-19 pandemic on student skills in high school translated here into diminished production in HIST 299. Discussions in the department continue to cite the importance of expanded coverage of weak areas in the course syllabus, especially for the less experienced HIST 299 students.

Collaboration:
-History faculty member preparing in Spring 2023 semester to offer Native Peoples of the Americas in Spring 2024, which serves both GEP students and History majors
-Dr. McConnell is a member of the Women's Studies steering committee
-History Department co-sponsored and arranged for student attendance at 3 WMST speaker events in Spring 2023
-IDIS 150 and IDIS 350 sections offered in Spring 2023 (25 and 17 students in the sections, respectively)
-Due to limited staffing and concerns about low enrollment, the department did not offer HIST 111 in fall or spring. We offered a HIST 100 instead where higher enrollment was more likely.

Facilities:
-Broken desks replaced for History classrooms throughout the academic year on a needed basis
-White board request again submitted for Fall 2023…
-More books and journal volumes added to Humanities Center's library
-Humanities Center used as seminar space for HIST 299 and 485 class sessions, as well as F2F department meetings

How have the results impacted 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?:

No resources were reallocated or redistributed by the History Department. Our Goals Priorities remain ongoing for the coming year.

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

Monthly departmental meeting updates and conversations, as well as regular email communication, are key venues where the plan and its results are discussed and evaluated.

Evidence, artifacts, and or back up documentation: Attached Files

Departmental Annual Report for AY 2022-23.docx

Liberal Studies

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Liberal Studies

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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:

Mathematics

FY 23 Mathematics Department Report

Specify your Division/Department Goals Priorities.:

1.0 Goal: Improve pass rate in MATH 109 (University Strategic Goal 1).

2.0 Goal: Increase the number of majors (University Strategic Goal 4).

3.0 Goal: Increase the number of targeted scholarships (University Strategic Goal 4).

4.0 Goal: Fully implement a program (ACHIEVE) to support underprepared students in MATH 104, Math 109, Math 118, and Math 119 (University Strategic Goals 1 and 2).

Start: 07/01/2022

Providing Department: Mathematics

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1 Action Priority: Investigate New Lumen Materials
1.2 Action Priority: Investigate Hawkes Learning

2.1 Action Priority: Math Career Spotlights
2.2 Action Priority: Connect to Area Highschools
2.3 Action Priority: Guest Speakers
2.4 Action Priority: Web Pages

3.1 Action Priority: Approach AACSC
3.2 Action Priority: Approach Math Alumni

4.1 Action Priority: Staffing
4.2 Action Priority: Coordination

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

1.0: Number of users of Lumen or Hawkes Learning

2.0: Total number of MATH majors per year

3.0: Total number of targeted (for MATH/STEM) scholarships

4.0: Pass rates and instructor feedback

What were the results?:

Findings for 1.1 and 1.2 indicate that course materials were shared among faculty members, leading to their adoption in several MATH 109 classes. While pass rates for MATH 109 were reviewed, further analysis across additional semesters is necessary for a comprehensive comparison.

For Sections 2.1, 2.2, 2.3, and 2.4, the department enhanced its resources by incorporating new Math Career Spotlights into its repository, which were then disseminated to relevant instructors and shared with students. Additionally, updates were made to the department's website and its panel slide show. An external speaker was invited to discuss data science with students. However, there were no initiatives undertaken to engage with local schools as a component of the recruitment strategy.

Regarding Sections 3.1 and 3.2, these action priorities did not receive the necessary focus. This was partly due to the department's, including the previous chair's, engagement in addressing several issues with the mathematics placement system highlighted by President Nowaczyk.

In the case of Sections 4.1 and 4.2, the department convened regularly throughout the academic year to deliberate on a model for ACHIEVE courses. Through productive discussions, a consensus was reached to adopt a five-day, four-credit course structure. Subsequently, plans were developed to deploy this model using the current instructional staff, beginning in the FALL 2023 term.

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

For the upcoming year's strategic planning, the department will persist in emphasizing variations of Goals 1 and 2. Specifically, efforts to enhance pass rates in General Education Program (GEP) courses and to identify effective strategies for recruiting new students will continue to be primary objectives for the foreseeable future.

A dedicated team of instructional staff has been selected to support the ACHIEVE program, with a strategy in place to integrate one to two new faculty members into the rotation each academic year. Currently, there is no requirement for extra resources.

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

These findings were reviewed during multiple mathematics department meetings. The strategic plan objectives and reports were communicated to the Dean's Office and entered into Compliance Assist.

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Mathematics

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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:

Music

2022-2023 Department of Music Annual Report

Specify your Division/Department Goals Priorities.:

Student Recruitment and Retention

- Integrate virtual/digital materials with traditional outreach methods to recruit students. Utilize early intervention and foster a sense of community to help retain current music students. (CLAS Goals 2 & 5).

Department Staffing

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

Accreditation

- Submit application to apply with National Association of Schools of Music (NASM). Complete self-study. (CLAS Goals 1, 2, 3, 4, & 5)

Budget

- Prioritize needs and strategize methods to find efficiencies in the Department of Music Operational and O2 budgets (CLAS Goals 1, 2, & 5).

Regional Engagement

- Create and maintain relationships with local business, schools, organizations to create experiential experiences and job opportunities for students. (CLAS Goals 1, 2, 3 & 5).

Technology

- Improve and maintain technology in studio and classroom spaces. Actively partner with upper administration to develop recording studio space. (CLAS Goals 1, 2, 3, and 5).

Start: 07/01/2022
Providing Department: Music
End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1a: Events

- Complete on-campus/virtual recruitment events – Band Day, TenorBass Sing, Jazz Fest BrassFest and Honor Band Fest.

2a: PIN Requests

- Complete and submit PIN requests to Dean Mathias.

3a: Budget priorities for students/faculty

- Review 2021-2022 expenditures and poll faculty for priority of items needed for instruction/professional development/recruitment and retention.

4a: Alumni

- Reconnect with FSU music educators and music industry alumni with the goal of creating better relations and increase opportunities for students, recruit new students and fundraise.

5a: FSU Dept. of Music Sampler Album/Video

- Complete Department of Music album featuring faculty and students with the goal of sharing with donors/alumni/prospective students.

5b: Recording Studio

- Work with John Brewer to plan Recording Studio in PAC 129. Secure funding via the President and Office of Regional Development.

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

We measured the effectiveness with the following metrics:

- Was the item completed on time?
- Was the item deemed to be of high quality by the faculty?
- how many students were affected?

What were the results?:

1a: Events

- Tenor Bass Sing! Festival was completed on time and deemed a high-quality event by the faculty. This was the fourth year that Scott Rieker led this event.
    - 35 middle and high school students attended.
- Band Day was completed on time was deemed a high-quality event by the faculty.
    - Nearly 50 regional high school band students attended a football game and performed alongside the FSU Marching Bobcats.
- Jazz Fest was completed on time and deemed a high-quality event by the faculty.
    - 20 students from Mountain Ridge High School as part of their Jazz Orchestra performed in the morning, and attended the military band afternoon clinics.
- BrassFest was completed on time and deemed a high-quality event by the faculty. T
    - his was the largest turn-out as 18 high school brass players attended this one-day event.

2a: PIN Requests

- The PIN Request to Dean Mathias was completed on time and deemed a high quality endeavor by the faculty. The result was the approval of a new PIN in Music Industry. Dr. Mackenzie LaMont was hired into this position after a national search.
- 50-60 students will be affected by this addition to the faculty.=

3a: Budget priorities for students/faculty

- The chair assessed 2021-2022 operating budget expenses and met with the music faculty to propose reductions. The printing of the recruitment materials was deemed to be unnecessary. Digital materials were produced in place of a mailer saving the department. ~$3,200.
- We hope that thousands of prospective students will be affected by this new marketing technique.

4a: Alumni

- The music faculty approved an initiative to do better with alumni relations.Gregory Stuart led the initiative to connect with FSU music alumni who teach in Maryland. Unfortunately he did no produce any results. Additionally, Gregory left the university leaving this an ongoing project moving forward.
- This was not completed on time. No students were affected.

5a: FSU Dept. of Music Sampler Album/Video

- The music faculty approved the creation of a sampler album to distribute to alumni/donors. Mackenzie Lamont finished a Holiday Album feating FSU faculty and students in December of 2022. This was provided to the Office of the President to give out as a thank to alumni and donors
- No student were affected, but hopefully hundreds of alumni and donors will appreciate the department of music a bit more.

5b: Recording Studio

- A meeting between John Brewer, Mackenzie Lamont and Brent Weber took place in October of 2022 to discuss design and construction of the recording studio in PAC 129. The meeting resulted in this being a definite possibility - pending funding.
- This is the second phase of the project, the next phase delving into to various funding mechanisms across campus and the relocation of the piano lab.
- The planning phase was completed. Funding through the Office of Regional Development was not completed.
    - No students were affected.

How have the results impacted 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 this year's plan were impacted by the results as follows:
    - With the successful PIN request, less energy will be placed on securing further PINs.
    - Connection with alumni will see renewed efforts. This will include assigning a new coordinator and planning an event.
    - Efforts for recording studio funding will be led by Mackenzie LaMont, with the goal to construct it in the summer of 2024 and open in fall of 2024.

2. Further budget reductions and workload adjustments will take place to ensure the financial responsibility in the new college.

How was this plan and results conveyed to your Division/Department?:
The strategic plan and action priorities were developed with input of the full-time faculty members of the department of music. This report will be shared with all music faculty members electronically and in faculty meetings throughout the semester. The 2023-2024 strategic plan will be based on results of these discussion. Metrics and assessment of ongoing results will also take place in faculty meetings.

Evidence, artifacts, and or back up documentation:

Nursing

New Departmental Annual Report Item AY 22-23

Specify your Division/Department Goals Priorities.:

Goal #1 Implementation of a Traditional BSN program & LPN to BSN program (Fall 2023)

Goal #2 Planning for new initiatives (ongoing)

Goal #3 Review and implement new AACN essentials across all curriculum (Fall 2023)

Goal #4 Revision of the RN to BSN curriculum (Fall 2023)

Goal #5 Continue to develop partnerships with community colleges and community organizations (Fall 2023)

Goal #6 Enhance student retention and recruitment strategies (Ongoing)

Goal #7 Maintain a culture of accreditation readiness (Ongoing)

Start: 07/01/2022

Providing Department: Nursing

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1a. MHEC approval and MBON accreditation

1b. Submit NSP II implementation grant

1c. Course development in alignment with new AACN competencies

2a. Develop certificate programs in PMHNP, FNP, Nursing Education

2b. Finalize planning for Doctorate of Nursing Practice Program

3a. Update curriculum mapping across all programs

3b. Review feasibility of continuing the MS in Nursing Education

4a. Submit changes through internal governance

4b. Update marketing materials to reflect changes

4c. Implement consistent grading rubrics and policies throughout the curriculum

5a. Finalize MOU for Associate to bachelors with Montgomery College

5b. Implement partnership with YMCA Healthy Start program

6a. Identify new markets for RN to BSN and graduate student recruitment

6b. Streamline process for dually enrolled students

6c. Revise the Student Nursing Resource Center

7a. Review all key accreditation documents and update annually

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

What were the results?:

Goal #1 Implementation of a Traditional BSN program & LPN to BSN program (Fall 2023)- goal met. Program was approved by the Maryland Board of Nursing and implemented Fall 2023 with first cohort of 23 (BSN)and 24 (LPN to BSN) students.

Goal #2 Planning for new initiatives (ongoing)- goal ongoing. New post-master certificates continue to be planned during monthly department meetings.

Goal #3 Review and implement new AACN essentials across all curriculum (Fall 2023)- goal ongoing. All new AACN domains have been mapped to the curriculum. Next step is to map all new competencies throughout the curriculum.

Goal #4 Revision of the RN to BSN curriculum (Fall 2023)- goal met. Full governance approval of RN to BSN curriculum changes were received and implemented Fall 2023.

Goal #5 Continue to develop partnerships with community colleges and community organizations (Fall 2023)- goal met. New MOU agreements were completed with Howard Community College and new clinical affliation agreements were completed.

Goal #6 Enhance student retention and recruitment strategies- ongoing. continued work on the student resource center into FY2024.

Goal #7 Maintain a culture of accreditation readiness- ongoing. Continued work to maintain meeting minutes and documentation of approved changes each month. Redesigned assessment plan to better align SLO assessments.

How have the results impacted 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 implementation of the new programs impacted enrollments and revenue for the University. Opening the simulation lab required additional budget from Office of Finance to fully equip the space and be ready for student in the Fall 2023 semester.

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

The Nursing Department has a pre-semester Fall meeting each year were results from previous year strategic plan is discussed and the new strategic plan is developed and approved.

Evidence, artifacts, and or back up documentation:

Philosophy

AY 2022-2023 Philosophy Department Strategic Planning Annual Report

Specify your Division/Department Goals Priorities.:

1. Explore feasibility of adding a fourth permanent position.
   (Aligns with University Strategic Plan Goal 4; CLAS Goals 4 & 5.)
2. Produce, display, disseminate multiple forms of publicity to promote new curriculum and its connections to other programs.
   (Aligns with University Strategic Plan Goals 1, 2, & 4; CLAS Goals 1, 3, & 5.)
3. Take preliminary steps to create a mock trial program as part of American Mock Trial Association.
   (Aligns with University Strategic Plan Goals 1, 2, 3, & 4; CLAS Goals 1, 2, & 5.)
4. Conduct outreach to other programs to explore further integrating philosophy courses into the university curriculum.
   (Aligns with University Strategic Plan Goals: 1, 2, &4; CLAS Goals 1, 3, & 5.)
5. Provide enhanced career guidance and preparation for majors.
   (Aligns with UniversityStrategic Plan Goals: 3 & 4; CLAS Goals 2 & 5.)

Start: 07/01/2022

Providing Department: Philosophy

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1. Formally request PIN position.

2a. Create new department brochure.

2b. Create brochure for Social Justice track.

2c. Create pop-up display for open house and other publicity events.

2d. Update and improve department website.

2e. Write letters to LASO freshmen informing them of the possibility of double majoring in Philosophy (Law School Preparation track for Legal Studies students; Social Justice track for Criminal Justice students).

3. Research requirements of forming, and successfully running, a mock trial program with American Mock Trial Association.

4. Explore feasibility of creating a double major, under the category of justice, with LASO (criminal justice concentration), sociology, or social work in association with our new Social Justice track.

5a. Explore and promote internships.

5b. Research career possibilities for philosophy students.

5c. Begin to develop career materials.

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

Action Priorities/Plans	**Measures/Metrics**
1. Formally request PIN position.	Whether request was written and submitted.Whether request approved/denied
2a. Create new department brochure.	Whether brochure design is completed, draft in progress, or not begun.Whether brochure is ordered, printed, or received.
2b. Create brochure for Social Justice track.	Whether brochure design is completed, draft in progress, or not begun.Whether brochure is ordered, printed, or received.
2c. Create pop-up display for open house and other publicity events.	Whether design for display is completed, draft in progress, or incomplete.Whether display is ordered, printed, or received.
2d. Update and improve department website.	Whether updates have been completed, some action taken, or no progress.
2e. Write letters to LASO freshmen informing them of the possibility of double majoring in Philosophy (Law School Preparation track for Legal Studies students; Social Justice track for Criminal Justice students).	Whether letters have been drafted, or not begun.% of LASO freshman sent letters.
3. Research requirements of forming, and successfully running, a mock trial program with American Mock Trial Association.	Whether research is completed, progress is made, or not begun. Whether program is ready to be implemented.
4. Explore feasibility of creating a double major, under the category of justice, with LASO (criminal justice concentration), sociology, or social work in association with our new Social Justice track.	Whether outreach is completed, in progress, or not begun.Whether a 4-year plan is drafted, in progress, or not begun.
5a. Explore and promote internships.	Number of contacts made.Number of internships identified.Number of advertisements/communications.
5b. Research career possibilities for philosophy students.	Whether research is completed, progress is made, or not begun.

5c. Begin to develop career materials.	Number of materials begun.

What were the results?:

Action Priorities/Plans	**Results**
1. Formally request PIN position.	**Completed** Request denied
2a. Create new department brochure.	Design mostly not begun, although the dept agreed to use cover image from pop-up display Not printed.
2b. Create brochure for Social Justice track.	Design not begun. Not printed.
2c. Create pop-up display for open house and other publicity events.	**Design Completed.** **Display ordered and received.**
2d. Update and improve department website.	**Some action taken** – In July we sent written content to Nicole McDonald for the purpose of updating the Philosophy webpage, but it does not seem to have been used.
2e. Write letters to LASO freshmen informing them of the possibility of double majoring in Philosophy (Law School Preparation track for Legal Studies students; Social Justice track for Criminal Justice students).	**Form letter drafted.** 0% sent.
3. Research requirements of forming, and successfully running, a mock trial program with American Mock Trial Association.	**All preliminary research completed.** Community contacts identified. Program is ready for implementation, but on hold until we can hire a FTTT.
4. Explore feasibility of creating a double major, under the category of justice, with LASO (criminal justice concentration), sociology, or social work in association with our new Social Justice track.	Outreach not begun. Draft not begun.
5a. Explore and promote internships.	Not begun. 0 contacts. 0 internships identified.
5b. Research career possibilities for philosophy students.	**Research in progress.**
5c. Begin to develop career materials.	**Five (5) job profile cards** have been designed. **Preparation of LSAT prep materials begun** for Law School Boot Camp.

Many of the action items remain uncompleted because the small number of faculty members in our department means that we do not have as many people to contribute department service. Jean-Marie Makang has serious health challenges that limit the time and energy he is able to devote. We are grateful that David Atenasio is doing a great deal of the career-related department service even though he is NTT.

How have the results impacted 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?:

Action Priorities/Plans	**Results**	**Impact**
1. Formally request PIN position.	**Completed** Request denied	Because our PIN request was denied we will not be creating a Mock Trial team this year. Some department service will not be done. Sabbatical Review Committee will seek members outside the department.
2a. Create new department brochure.	Design mostly not begun, although the dept agreed to use cover image from pop-up display. Not printed.	New brochures not available for recruitment events. We are using printed copies of our curriculum and our Law School Preparation flyer for marketing and recruitment. Becomes a task for the next academic year.
2b. Create brochure for Social Justice track.	Design not begun.Not printed.	New brochures not available for recruiting this particular segment of our market. Impact on recruitment unknown. Becomes a task for the next academic year.
2c. Create pop-up display for open house and other publicity events.	**Design Completed.Display ordered and received.**	Display is in use.

2d. Update and improve department website.	**Some action taken**– In July we sent written content to Nicole McDonald for the purpose of updating the Philosophy webpage, but it does not seem to have been used.	This may have a negative impact on the number of students who declare a philosophy major, although we do not have a way of measuring it. This will become a task for the next academic year.
2e. Write letters to LASO freshmen informing them of the possibility of double majoring in Philosophy (Law School Preparation track for Legal Studies students; Social Justice track for Criminal Justice students).	**Form letter drafted.** 0% sent.	This was not a source of new philosophy majors. But draft completed will reduce the time for implementing this in the future.
3. Research requirements of forming, and successfully running, a mock trial program with American Mock Trial Association.	**All preliminary research completed.**Community contacts identified. Program is ready for implementation, but on hold until we can hire a FTTT.	We created excitement about a mock trial program. Communication of our plan inadvertently led to the program being incorrectly advertised on FSU webpage as starting in Fall 2023. We are prepared to implement it as soon as we have a tenure-track faculty position for the department member who will lead the team.
4. Explore feasibility of creating a double major, under the category of justice, with LASO (criminal justice concentration), sociology, or social work in association with our new Social Justice track.	Outreach not begun. Draft not begun.	We were not able to implement this recruiting strategy. Impact on the number of our majors is unknown.
5a. Explore and promote internships.	Not begun. 0 contacts. 0 internships identified.	No benefit to career preparation.
5b. Research career possibilities for philosophy students.	**Research in progress.**	Impact seen in results of 5c.
5c. Begin to develop career materials.	**Five (5) job profile cards** have been designed. **Preparation of LSAT prep materials begun** for Law School Boot Camp.	These resources are available to advisors in the department and are reduce the remaining work in creating a portfolio of career guidance materials.

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

All strategic goals and action priorities were discussed with the department at department meetings. In addition,

Goal 1. Application for PIN shared with the dean. In addition we had in-person conversations and emails about our need for this position with the dean and the provost.

Goal 2. Posters with descriptions of our new tracks in the philosophy major were posted around Dunkle Hall, flyers were distributed to all of our students, and announcements were made in our classes.

Goal 3. We had emails and meetings with provost and dean discussing our plan for a mock trial program and its dependence on achieving a fourth permanent position because of the significant service investment required. Provost communicated our plans to the president.

Evidence, artifacts, and or back up documentation:

Attached Files

- Position Allocation Request Form FY 25[5].doc
- Profile_Policy.docx
- Profile_Lawyer.docx
- Profile_Non_Profit.docx
- Profile_Analyst.docx
- Profile_Paralegal.docx
- Table top Display 4_25.pdf
- Marketing Web Content 2022 July.docx
- Letter to LS First Year Students.docx

Physician Assistant Medicine

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Goal 1: Prepare PA students with the core medical knowledge and skills to deliver healthcare.

Goal 2: Matriculate and graduate students from Healthcare Professions Shortage Areas and Medically Underserved Areas.

Goal 3: Demonstrate the ability to make informed decisions about patient care consistent with up-to-date scientific evidence and sound clinical judgment.

Goal 4: Prepare graduates to meet the healthcare needs of rural and medically underserved populations.

Start: 01/01/2023

Providing Department: Physician Assistant Medicine

End: 12/31/2023

Specify your Division/Department Actions Priorities/Plans.:

Goal 1:

- PANCE passing rates meet or exceed the national average for Ultimate Pass Rate reported by NCCPA.
- Successful completion of DPAM 709 Summative (Capstone) Course (100% pass)

Goal 2:

- Student entrance characteristics – HPSA/MUA (goal 30%)
- Student graduation characteristics – HPSA/MUA (goal 30%)

Goal 3:

- Successful completion of DPAM 665 Research and Evidence Based Medicine Course (100% pass)
- Preceptor evaluations of clinical problem solving at program benchmark (Likert >3.5 average)

Goal 4:

- All students will have 30% or more of clinical practice experiences in rural or medically underserved clinical sites.
- 20% of students will have 50% or more of their clinical site placements in rural or medically underserved areas.

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

Goal 1:

- PANCE passing rates meet or exceed the national average for Ultimate Pass Rate reported by NCCPA.
- Successful completion of DPAM 709 Summative (Capstone) Course (100% pass)

Goal 2:

- Student entrance characteristics – HPSA/MUA (goal 30%)
- Student graduation characteristics – HPSA/MUA (goal 30%)

Goal 3:

- Successful completion of DPAM 665 Research and Evidence Based Medicine Course (100% pass)
- Preceptor evaluations of clinical problem solving at program benchmark (Likert >3.5 average)

Goal 4:

- All students will have 30% or more of clinical practice experiences in rural or medically underserved clinical sites.
- 20% of students will have 50% or more of their clinical site placements in rural or medically underserved areas.

What were the results?:

See the attached 2023 Goals report PPT presentation.

How have the results impacted 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 program's goals were cited by ARC-PA and did not meet their expectations. The goals, metrics and benchmarks were revised by the Department in December 2023 and passed through the Department and College Education Committee and Curriculum Committee, respectively. The focus for 2024 is to improve the PANCE 1st time pass rate to >85% by revising the curriculum and requesting a new faculty line dedicated to student success.

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

The results were reported at the Department Education Committee on January 31, 2024.

Evidence, artifacts, and or back up documentation:

Attached Files

2023 Goals Report.pptx

Appendix 4-Goals and Metrics.docx

Physics/Engineering

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Physics/Engineering

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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: 07/01/2022

Providing Department: Physics/Engineering

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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 FY 2023

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Physics/Engineering

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

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: Attached Files

Engineering Annual Report_2023.pdf

Political Science

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Political Science

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

What were the results?:

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

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

Evidence, artifacts, and or back up documentation:

Political Science Departmental Annual Report Item 2022-23

Specify your Division/Department Goals Priorities.:

1) Increase recruitment of majors, supports goal IV

2) Review curriculum for potential reform, supports goals I and II

3) Increase retention of majors, supports goal IV

4) Develop common assessment for Learning Objectives, supports goal I and II

Start: 07/01/2022

Providing Department: Political Science

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1) Discuss & implement ways to recruit new majors

2) Discuss & analyze curriculum

3) Discuss and implement ways to encourage students to take advantage of civic engagement opportunities

4) Create common rubrics

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

1) Discussions were held at every department meeting, literature was handed out in selected Intro classes

2) Discussions were held at every department meeting, ideas were discussed

3) Number of students dropping the major

4) Rubrics were shared and discussed

What were the results?:

1) Efforts are ongoing. POSC has been caught in the University wide crisis of lower number of students enrolling

2) Several models were identified for further consideration

3) No students dropped the major

3) The department adopted new rubrics for assessing learning goals

How have the results impacted 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) We have initiated a 5 year plan; discussed strengthening links to the Beall Institute; discuss alternative recruitment strategies (in-house) for next year); agreed to begin working with the Foundation on alumni/ae outreach; and moved forward in curriculum reform with the intent of submitting a new curriculum next academic year. (2) There are no resources available for redistribution.

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

The entire department discussed and deliberated on all matters, eventually voting on the outcome.

Evidence, artifacts, and or back up documentation:

Attached Files

2023 POSC Assessment Goals.docx

Psychology

FY 2023 Departmental Annual Report

Specify your Division/Department Goals Priorities.:

1. Review our program to ensure we are meeting the needs of our students and the University (CLAS Goal 1 & 3; University Goals 1 & 2).
2. Have faculty with the appropriate expertise to teach critical areas of the curriculum left open by two previous faculty members (CLAS Goal 4; University Goals 1 & 2).
3. Explore the possibility of creating a new Addictions Counseling major (CLAS Goals 1 & 3; University Goals 1, 2, & 4).
4. Enhance the Psychology department's recruitment and retention efforts (CLAS Goal 5, University Goal 4).

Start: 07/01/2022

Providing Department: Psychology

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1 a. Continue to review our research methods courses (Psyc 201 and 301) along with the critical thinking course (Psyc 155) to determine if our goals and expectations for these courses are at the appropriate level. Examine ways to improve student success in these courses.

2a. Reevaluate departmental needs stemming from the earlier resignation of our department's addictions specialist and the retirement of another faculty member active in our graduate program. Submit a PIN request to meet the needs of the department based on the loss of these two faculty members.

2b. If the PIN request is approved, complete the hiring process.

2c. Increase expertise through hiring a new faculty member with expertise in addictions counseling.

3a. With this new hire, determine what new courses, if any, would be needed to create a new major in Addiction's Counseling.

4 a. Work with the department's Recruitment and Retention committee to find ways to better advertise our department's programs to recruit new students and examine ways to retain current majors.

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

1 a. We assessed Psychology research methods courses (Psyc 201--Research Methods in Psychology and 301--Statistical Analysis in Psychology) and Psyc 155 (Critical Thinking) primarily by examining DFW rates for these courses. Those who teach these courses were involved in a series of discussions on how best to assess performance in these courses.

2 a, b, and c. A PIN request was submitted in order to meet the Psychology program's need for a faculty member with expertise in Addiction's Counseling.

3 a. Courses currently offered by our program have been compared with those required by the state of Maryland in order to be certified as an addictions counselor.

4 a. The effectiveness of the Recruitment/Retention committee was assessed by looking at the number of new methods used to aid in the recruitment/retention of Psychology majors. We also examined the number of majors as a means of assessing effectiveness.

What were the results?:

1 a. Psyc 201, 301, and 155 are considered most challenging by students and tend to report the highest DFW rates for Psychology courses.

2 a, b, and c. We are happy to report that we have successfully hired a faculty member with addiction's counseling expertise, Nicole Andrews. This position was critical to meeting the needs of students interested in pursuing a career in addictions counseling.

3 a. Course comparisons and needs for courses for an Addictions Major are still being assessed, but is not likely that new courses will need to be added in order to create an Addictions Major based on our current course offerings.

4 a. The Recruitment and Retention Committee came up with several ideas to help improve both recruitment and retention of Psychology majors. We increased our presence at Campus Visit Days and improved our table presentation by getting a Psychology major table cloth and purchasing "swag" items to give away at these events (such as pens and stickers). We updated our PowerPoint presentation to be used at Campus Visit days to inform students about our program. We also worked with marketing in order to get rack cards and posters made for the major and the Animal Behavior minor. We also had large banners made for the Psychology department and for the Animal Behavior minor. In terms of retention, we gave away "swag" items to current students, improved our student Collaboration Room by adding a mini-pantry to provide students with snacks and supplies (thanks to Dr. Jocoy). We also provided students with stress relieving tips and access to board games in the Collaboration Room to encourage them to get to know one another better. We also worked to revive the Psychology Club and Psi Chi in order to get students more engaged. We have also increased our social media presence by posting more about ways students can get involved, and also including posts highlighting successful students, which have been popular.

In terms of effectiveness of these efforts, the Psychology major currently has the third greatest number of students (following Nursing and Business Administration), as reported by the most recent enrollment report from the Assessment and Institutional Research website.

How have the results impacted 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 a. The results indicating that Psyc 201, 301, and 155 are especially challenging for students highlighted that we need to have continued discussion on how to help students struggling in these classes. We plan to have continued conversations with faculty who teach these courses about best practices to assist students in these courses. In the Spring of 2023, we were able to hire a student tutor to help students with material from Psyc 201 and 301. If funding allows, we hope to be able to hire more student tutors to assist with these courses.

2 a, b, and c. 1) With the hire of Nicole Andrews as an addiction's specialist, we were able to have someone with expertise in this area take over as coordinator of our Addictions Emphasis program. She is also able to examine the next steps in the creation of an Addictions Major. 2) Departmental resources were needed for running extensions for the advertisement for this position. Resources would have to had to be allocated to support this position from the division of Academic Affairs.

3 a. Examining courses for a possible Addiction's Major has not impacted the upcoming year's plan or resources.

4 a. 1) The success of the efforts of the Recruitment and Retention Committee have lead to plans to continue meetings to brainstorm ideas to find additional ways to recruit, retain, engage, and support students. 2) Departmental resources were needed to purchase additional marketing items (tablecloth, posters, banners, rack cards, "swag" items).

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

1 a. Data concerning course DFW rates was discussed at our monthly department meetings in addition to the meeting with the faculty who teach these specific courses.

2 a, b, and c. The department was updated about the hiring process throughout the several months that it was conducted at monthly department meetings and via email.

3 a. Discussion about the possible Addiction's Major have been made at monthly department meetings.

4 a. Efforts of the Recruitment and Retention Committee are shared with the department both via e-mail and during monthly department meetings.

Evidence, artifacts, and or back up documentation:

Sociology

2023 Sociology Annual Report

Specify your Division/Department Goals Priorities.:

1. Recruit New Students to the Major (linked to CLAS goal 5 and University Goal 4)

2. Offer variety of elective sociology classes in addition to the GEP and required courses for Sociology and other majors

C. Perform Assessment (linked to CLAS goal 1 and University Goals 1 and 2)

D. Support Department Colleagues (linked to CLAS goal 4 and University Goal 4)

Start: 07/01/2022

Providing Department: Sociology

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1. Attend major fairs, continue to make our courses present in Freshmen Connections, offer enough Soci 100 courses per semester to assure all students who want to take it can
2. Continue to assess the course offering semester by semester to make sure a variety of courses are being offered
3. Continue to collect survey data from students in sociology classes
4. Provide evaluation feedback to faculty, provide funding when available to faculty to faculty in the department

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

1. Data provided by Institutional Research
2. Review of semester-to-semester sociology courses, count number of sociology electives offered not offered in the previous semester
3. Collection of surveys from sociology classes each semester with goal of at least four courses per semester
4. Review of yearly evaluations for evidence of comments to help faculty, departmental funds allocated to faculty for travel

What were the results?:

1. Number of Sociology majors 11/3/2022: 22; 10/11/2023: 19. Based on results this goal was not met. More effort needs to be given to recruitment of majors
2. Elective courses offered by the department Fall 2022: Soci 334 "Gender and Social Life," Soci 350 "Folklore in Appalachia," Soci 366 "Social Inequality," Soci 367 "Sociology of Medicine," Soci 420 "Animals in Human Society" Spring 2023: Soci 332 "Collective Behaviors and Social Movements," Soci 345 "Sociology of the Environment," Soci 362 "Sociology of Religion," Soci 490 "Special Topics, Southern Hip Hop" Fall 2023: Soci 334 "Gender and Social Life," Soci 350 "Folklore in Appalachia," Soci 367 "Sociology of Medicine," Soci 420 Animals in Human Society. Goal has not been met. The department has offered four new elective courses in each of the past two semesters, but they have all been the same. The department needs to seek ways to get different electives offered.
3. Surveys were distributed to 5 sociology classes at the end of spring 2023 and 4 classes at the end of Fall 2023. A total of 119 surveys were collected over the two semesters (56 Spring 2023, 63 Fall 2023). This goal is being met.
4. No evidence of feedback to faculty in 2023 was evident. One faculty did receive funding for travel in 2023. This goal was partially met, but more needs to be done to provide feedback to faculty and seek funding to more faculty in the department.

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

Yes. Results are being used to look for more ways to achieve the goals for the department. We need to do more to attract majors, need to seek ways to offer more variety of classes, and provide more feedback to faculty in yearly evaluations. Otherwise, the goal of collecting data for assessment purposes is satisfactory and needs to continue.

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

Chair has shared this information with the department.

Evidence, artifacts, and or back up documentation:

Theatre/Dance

FY2023 Theatre and Dance Annual Report

Specify your Division/Department Goals Priorities.:
STRATEGIC GOALS 2022 - 2028

1. Explore options to secure positions necessary for programming
2. Develop a recruitment and retention strategies with targeted goals
3. Investigate curricular opportunities for Theatre and Dance
4. Explore feasibility of pursuing alternative funding sources to offset programming costs
5. Explore developing a wholistic approach to theatre-making through internal development activities.

Start: 07/01/2022

Providing Department: Theatre/Dance

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1. The department will continue to advocate for key positions in Theatre and Dance that were lost between 2021 – 2022. Aligns to strategic goal #1.
2. Develop a recruitment strategy focused on specific regions and schools, returning to thespian festivals, schools, connecting to community colleges, and engaging stop out students. Aligns to strategic goal #2.
3. Develop a retention strategy for 2022-2023 with emphasis on first-year students. Aligns to strategic goal #2.
4. Investigate feasibility of Education Pathway for Theatre students with Department of Education. Aligns with strategic goal #3.
5. Engage in the GEP review process. Aligns with strategic goal #3.
6. Revisit feasibility of Performing Arts Fee Proposal. Aligns with strategic goal #4.
7. Support faculty training in Intimacy Direction. Aligns to strategic goal #5.
8. Implement Intimacy Direction and discussions about consent into production season and performance-based classes. Aligns to strategic goal #5.
9. Engage in post-mortem discussions for each production and include them on production calendar. Aligns to strategic goal #5.
10. Department engages in DEI training supported by FSU. Aligns to strategic goal #5.

What are the Measures/Metrics used to assess effectiveness?:
1. The department will continue to advocate for key positions in Theatre and Dance that were lost between 2021 – 2022. Aligns to strategic goal #1.

- MEASUREMENT: Measurement was based on visible advocacy for the department and the department’s success in obtaining critical resources.

2. Develop a recruitment strategy focused on specific regions and schools, returning to thespian festivals, schools, connecting to community colleges, and engaging stop out students. Aligns to strategic goal #2.

- MEASUREMENT: Measurement was based on impact of contacts made with targeted high school programs and number of students who matriculated to FSU.

3. Develop a retention strategy for 2022-2023 with emphasis on first-year students. Aligns to strategic goal #2.

- MEASUREMENT: Based on quality professional development activities for students.

4. Investigate feasibility of Education Pathway for Theatre students with Department of Education. Aligns with strategic goal #3.

- MEASUREMENT: Measurement based on contact with Education Professions and progress made.

4. Engage in the GEP review process. Aligns with strategic goal #3.

- MEASUREMENT: Measurement based on percent of faculty involved in the GEP review process.

5. Revisit feasibility of Performing Arts Fee Proposal. Aligns with strategic goal #4.

- MEASUREMENT: Measurement based on progress made.

6. Support faculty training in Intimacy Direction. Aligns to strategic goal #5.

- MEASUREMENT: Increased knowledge in this field for benefit of department and students.

7. Implement Intimacy Direction and discussions about consent into production season and performance-based classes. Aligns to strategic goal #5.

- MEASUREMENT: Increased awareness of intimacy direction and evidence of implementation in season and classes.

8. Engage in post-mortem discussions for each production and include them on production calendar. Aligns to strategic goal #5.

- MEASUREMENT: Based on collaborative discussions with the department and students.

9. Department engages in DEI training supported by FSU. Aligns to strategic goal #5.

- MEASUREMENT: Based on completion rates.

What were the results?:
1. The department will continue to advocate for key positions in Theatre and Dance that were lost between 2021 – 2022. Aligns to strategic goal #1.

RESULTS: COMPLETE

PIN requests were submitted for four positions: Costume Shop Supervisor, Production Manager/Technical Director, Faculty Designer, and Dance Instructor. Several discussions happened between chair and Dean of CLAS during academic year. A contingency plan was developed to cover staffing shortages during the fall 2022 and spring 2023 semesters. With news of the budget shortage this academic year, the department will continue to look at contingencies, however difficult, and also review the curriculum in FY24.

2. Develop a recruitment strategy focused on specific regions and schools, returning to thespian festivals, connecting to community colleges, and engaging stop out students. Alights to strategic goal #2.

RESULTS: COMPLETE FOR FY23

A recruitment strategy led us to a connection in Delaware, continuation of the Mountain Maryland Theatre Festival, attendance at the Maryland Thespian Festival, an articulation agreement, investigation into stop-out students, and more niche engagements with regional high schools.

DELAWARE

The FY23 recruitment strategy included engagement with high school theatre teachers in Delaware. The chair contacted Delaware Thespians through social media and was invited to their State-wide Arts Conference in October 2022, where she presented as a panelist, tabled, and spent the day with theatre teachers and over 500 arts teachers. FSU recruitment materials were shared out for Theatre and also Music. One student from Delaware matriculated to FSU for Fall 2023.

MOUNTAIN MARYLAND THEATRE FESTIVAL

The department facilitated the fourth Mountain Maryland Theatre Festival on January 20 & 21, 2023 in the Woodward D. Pealer Performing Arts Center.

Thirty-nine middle and high school students attended the MMTF from eleven schools and programs. Largely focused on Allegany and Garrett Counties, the schools included: Braddock Middle School, Mt. Savage Middle School, Northern Garrett Middle School, Keyser Middle School, Northern Garrett High School, Southern Garrett High School, Allegany High School, Fort Hill High School, Homeschool, Bishop Walsh High School, Mountain Ridge High School, and Mountain City Center for the Arts.

Of the nine seniors who attended the MMTF, seven of them matriculated to FSU for fall 2023.

ARTICULATION AGREEMENT (COMPLETE)

An articulation agreement was developed with the College of Southern Maryland and is in the process of gathering signatures. During the spring semester, the department hosted Dr. Steven Johnson, Associate Dean and Chair of Visual and Performing Arts at CSM and corresponded with him and Ms. Jacqui Rogers-Frere on several occasions to work through the agreement.

STOP-OUT STUDENTS (ONGOING)

Linda Steele helped to identify "stop-out" students in Theatre and Dance and a list was generated. Progress on this has been slow because of more pressing needs in the department. Even so, a list is of 43 students was identified and 16 were highlighted for contact due to the generation of 79+ credits. Last December, an intervention occurred for one student who was about to join the stop-out group. Because of this work, he was quickly identified and referred to Dr. Linda Steele for transference into Liberal Arts. This switch allowed him to graduate December 2022. He would not have known to pursue this himself, so the collaboration with Dr. Steele was most appreciated.

THEATRE FESTIVAL ATTENDANCE

Department members attended the Maryland Thespians Festival in January and were scheduled to attend the Montgomery Theatre Festival in February before it was cancelled. Participation at the Maryland festival is important to establish visibility of the program within the state, however it is unclear whether we can continue this in 2024 due to the budget.

CONNECTIONS WITH HIGH SCHOOLS

Faculty engaged more personally with high school theatre programs in 2023 with the goal of interacting with prospective students more closely. This included: serving as an audition panelist for Fort Hill High School's casting of *Oklahoma!,* helping with Intimacy Direction and Lighting during Mountain Ridge High School's production of *Mamma Mia!*, and lending them scenic pieces, and engaging with Allegany High School's production of *Annie Get Your Gun.* Additionally, department members attended most middle and high school theatre productions during the spring semester, connecting with students and celebrating those that attended the MMTF.

3. Develop a retention strategy for 2022-2023 with emphasis on first-year students. Aligns to strategic goal #2.

RESULTS: COMPLETE FOR FY23

ALUMNI CONNECTIONS: *THOUGHTS OF A COLORED MAN* & KEENAN SCOTT II

Several alumni returned to FSU this past year to work side-by side with students and present workshops. Most notably, Keenan Scott II came in as a guest artist to direct his play *Thoughts of a Colored Man*, which involved four alumni performers: Tekle Ghebremeschel, Brandon Chase, Femi Dawodu, Kahri Blackman, and Blue Stoute.

Scott directed this production, which, in addition to many FSU students, included four first-year students, a target goal for FY23. During his residency, Scott engaged students in classroom visits, including ORIE classes, led a poetry slam, met with donors, and presented talks and interviews with students and community members.

One performance of *Thoughts of a Colored Man* was produced in collaboration with the Cultural Events Series for 100 high school students.

ALUMNI MASTER CLASSES

During this collaboration, the department also hosted a series of Master Classes with notable alumns Sean Cercone, Jeff Keilholtz, Kai White, Coty Forno, and Blue Stoute. Classes were reframed for the day and attended by Theatre and Dance students.

CONVENTION & HEADSHOTS

Additionally, student development was supported through a PELEF grant to attend the USITT national convention with a faculty member. Six Theatre majors, including two first-year students, attended the convention. Additionally, the department supported professional headshots through the Gary D. Cook Professional Development in Theatre fund. Fourteen students received support for their headshots, including four first-year students.

MMTF STUDENT AMBASSADORS

During the Mountain Maryland Theatre Festival, seven Theatre majors were hired to as ambassadors for the weekend of festivities, serving as pod leaders, media/photography, and technical assistance. Images of them in action can be seen in the MMTF files under #2.

MAJORS/MINORS MEETINGS

The department held two meetings for majors and minors that were well attended. Meetings included information about the production season, policies of the building, opportunities, and more.

4. Investigate feasibility of Education Pathway for Theatre students with Department of Education. Aligns with strategic goal #3.

RESULT: ONGOING

An interest survey was sent to students and an introductory discussion was initiated with the Department of Education. Further progress was paused due to more pressing issues in the department.

5. Engage in the GEP review process. Aligns with strategic goal #3.

RESULT: PAUSED

Two faculty members participated on committees for the GEP review process. During the spring semester the GEP review process was paused due to leadership shifts and communications/meetings were discontinued. Up until that point, 50% of the faculty participated in this initiative through the committee.

6. Revisit feasibility of Performing Arts Fee Proposal. Aligns with strategic goal #4.

RESULT: ONGOING

The Performing Arts Fee proposal was revitalized and worked on. It needs to be reviewed by stakeholders and edited before being forwarded to the Dean of CAHSBS.

7. Support faculty training in Intimacy Direction. Aligns to strategic goal #5.

RESULT: COMPLETE

A faculty member received support to attend several Intimacy Direction trainings through Intimacy Directors and Coordinators. In preparation for the fall production of *Spring Awakening*, which contains sensitive content, she completed two intensive trainings in Intimacy Direction: Level 1 and Level 2. She also completed two additional workshops: Mental Health Crisis and Queering Text Analysis for Stage Intimacy. Her work in this area is resonating into our academic and production programming, which is part of our strategic plan.

8. Implement Intimacy Direction and discussions about consent into production season and performance-based classes. Aligns to strategic goal #5.

RESULT: ONGOING

A faculty member's knowledge in this field has returned to the programming level. It is discussed positively in performance-based classes and has become part of the rehearsal process for staged performances when required. More often, it is now included as part of the preparation process (call time) for rehearsals and performances.

9. Engage in post-mortem discussions for each production and include them on production calendar. Aligns to strategic goal #5.

RESULT: ONGOING

This goal needs time and attention. Due to staffing shortages in the department, we are doing our productions with a bare-bones team. People are so overworked that it is difficult to add another meeting to the schedule. For that reason, post-mortem discussions have not happened at the macro level in the production season. It is difficult to have these conversations when one person is doing the work of four. They have, however, happened at the micro level. The director of *Spring Awakening* and *Where Words Once Were* met with actors and the stage management team one-on-one after performances for post-mortem engagement focused on the artistic process, strengths, and challenges.

10. Department engages in DEI training supported by FSU. Aligns to strategic goal #5.

RESULT: COMPLETE FOR FY23

Department members were compliant in DEI training that was due in March 2023. Trainings included: Becoming an Ally to All, Developing Interpersonal Skills for Inclusive Workspaces, Leading Inclusive Teams, Title IX.

How have the results impacted 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?:

It is clear that our alumni have an impact on retention and recruitment initiatives and their engagement makes an impression on students. Networking is important in our field, and last year FSU students got to network with eleven successful alums of Frostburg State University who were very generous with their time and contact details, opening their doors to FSU students for contact and questions.

Work in Intimacy Direction has also been an important development in the program. With increasing visibility in the field, the presence of a faculty member with intimacy training is increasingly important to foster a consensual, safe, and communicative process between actors and production/creative teams, especially when intimate moments happen on stage. We can really see the impact of this work, as students now request this guidance and expect it during class assignments and productions requiring intimacy. Out of sheer interest and curiosity, two current students are investigating this work on their own. One student is writing a paper on intimacy in the field for her advanced writing English class, and another is interested in pursuing the field for certification.

The Mountain Maryland Theatre Festival continues to be coordinated by the department without workload support. The impact of the festival is so great that department members engage. The festival continues to support arts programming in our community and serves as our strongest recruitment event. **Of the nine seniors who attended the 2023 MMTF, seven matriculated to FSU.**

A 2023 retention goal focused on first-year student engagement. It became clear that we needed to implement a stronger connection to incoming students, so the department decided to rebuild a connection to ORIE 101 Introduction to Higher Education. For fall 2023, this is being taught by a Theatre and Dance faculty member as overload.

In FY23 the department established ten action priorities. Upon review, this may be too many to focus on for one academic year, particularly when the overall budget purview for FSU is in crisis. For FY24, the department will focus on key strategic goals related to growth and focus energy on recruitment, retention, and curriculum development.

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

Evidence, artifacts, and or back up documentation:

Attached Files

- 2. MMTF Visual & Audio Highlights.pptx
- 2. MMTF Program 2023.pdf
- 1. Fall Contingency Plan Theatre & Dance.pdf
- 3. Thoughts of a Colored Man Educational Guide.pdf
- 3. TOACM Production Program .pdf
- 4. MAT Education Pathway.eml
- 8. Evidence of Practice: Intimacy Direction in Production Report.pdf
- 2. MMTF Report, Letters to Schools, & Data from Survey.pdf
- 3. Alumni Master Classes .pdf
- 2. Recruitment Strategy, Delaware, and Articulation Agreement.pdf
- 3. Student Headshots.pdf

Visual Arts

Visual Arts Department 2023 Strategic Planning Outcomes Report

Specify your Division/Department Goals Priorities.:

Department of Visual Arts: **Mission**

The mission of the *Department of Visual Arts* is twofold: First, to provide a Bachelor of Fine Arts degree (B.F.A.), which prepares candidates for work in the Visual Arts and/or advanced studies in graduate school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate needs.

Second, to serve as a cultural center for the Western Maryland Region with programming and outreach through the Stephanie Ann Roper Gallery and related department activities.

Department of Visual Arts 2022-23 Strategic Plan Goals:

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

Goal 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.

Goal 3: Recruit and retain creative and engaged students.

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

Start: 07/01/2022

Providing Department: Visual Arts

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Department of Visual Arts 2022-23 Strategic Planning Action Priorities

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

- Enhance existing and develop new experiential learning practices across the Visual Arts curriculum.
- Encourage faculty to develop up-to-date curricula that engage with current technological and creative industry practices.
- Seek out and develop internship opportunities for students.
- Involve students in the development and execution of collaborative partnerships on campus and in the community.
- Examine goals, outcomes, and assessments of Visual Art's GEP courses through involvement in the General Education Program Review Committee.
- Develop successful assessment strategies within the department geared toward the renewal and enhancement of Visual Art's curriculum.

Goal 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.

- Collaborate with other departments and programs to develop interdisciplinary creative programming and events.
- Enhance and develop relationships with cultural stakeholders in the community in order to increase public exposure and opportunities for students and faculty.
- Continue to develop alumni relations through lectures, exhibitions, and other programming.

Goal 3: Recruit and retain creative and engaged students.

- Develop outreach programs within the department that will highlight opportunities for study in the Visual Arts to students in the region.
- Assess efficacy of GEP and Tech Fluency courses with regard to recruiting new majors and minors. Develop ways of engaging students in these courses with our programs.
- Encourage students to join and participate in E.A.S.E and other clubs while providing quality faculty guidance and support.
- Enhance existing and develop new opportunities for students to participate in the Undergraduate Research Symposium and other college- and campus-wide collaborative programming.
- Continue to engage students with experiential and high impact learning opportunities, including internships and exhibition opportunities.
- Develop academic advising strategies that contribute to holistic mentoring of the student as a creative and productive individual.

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

- Provide effective and beneficial mentoring to new faculty.
- Advocate for PINs for current FTNTT faculty.
- Press for necessary maintenance and repairs to the Fine Arts building.
- 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 2021-22 but hope to reengage in this area again soon.

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. Provide effective and beneficial mentoring to new faculty.

- Request feedback from new faculty regarding their sense of inclusion and preparedness.
- Create a more systemic way of engaging new faculty.

4b. Advocate for PINs for current FTNTT faculty.

- Request PINs and other positions based on up-to-date and relevant data.

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

- Submit timely work orders; discuss problems with facilities and maintenance.

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

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.

- Professor Herzfeld was a panelist for a USM Faculty Town Hall on April 27, 2023 for the presentation of *Teaching in the Age of Artificial Intelligence: Challenges & Opportunities*. He discussed how AI affects higher education regarding the Visual Arts, and what faculty need to know to embrace, extend, and enable this development for innovative teaching and learning, and what the future holds for humans with AI.
- 1-2 students continue to take part each semester in highly successful internships in the Office of Creative Services on campus, developed by Professors Dodge and Herzfeld.
- Professors Lester, Odone and Brown hosted virtual guest artist lectures and demonstrations.
- Professor Hein has brought several regional professional photographers into the class room to work with students and discuss their business, their practices, and creative techniques.

- Seniors resumed their senior exhibits in the Roper Gallery including opening receptions; additionally, the shows have been promoted on Instagram and Professors English and Lester have provided live video walk-throughs of the shows that have then been available on all our social media platforms.
- Ceramic kiln shed area updated to house new kiln resources for students. Students are learning new decoration practices and glazing and firing techniques.
- The sculpture metal shop was moved to the outside kiln shed to provide more room for metal work, proper ventilation for metal work, and to use the old metal shop as a new multipurpose sculpture studio.
- The old metal shop was converted into a multipurpose sculpture studio in order to provide students with a larger space to experiment with different materials and larger scale sculptures.
- Illustration students along with professors Odone, Lester, Wright, and English participate twice yearly in the Frostburg Arts Walk event. The Department Of Visual Arts occupies two booths which sell student-created work. The student creators also volunteer to work in the booths and develop solid hands-on experience in production and sales.

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

- The Graphic Design focus purchased a Roland VersaStudio, BT-12, a direct-to-garment printer that has enhanced its program for both students and faculty. It also purchased a Graphtec CE7000, a cutter plotting system that allows for precision cutting of vinyl, especially complex sticker designs.
- Professor Hein maintains Adobe skills sets in Photoshop and Lightroom to ensure the photography students are adept with industry standard editing and workflow techniques. This is accomplished by attending SPE conferences on-line as well as in person. Robert also maintains photographic equipment to the best standard possible given current departmental budgetary limits.
- The sculpture focus purchased a sewing machine to integrate soft sculpture and fiber practices for students taking sculpture courses.
- Faculty have integrated personal website design into the curriculum of ART 291 and 491 as a requirement: Website design using Square Space and Wix, aiming for all students to have a functioning website by the time they graduate.

- "Teach and Share" sessions that take up a part of our monthly faculty meetings to facilitate faculty reengagement with each other and innovative classroom practices after the pandemic have continued, with faculty sharing ideas for rubrics, effective and efficient use of Canvas, using and adapting OERs for a more inclusive and equitable classroom.
- Project assignments in ART 110 Visual Imagery (GEP Group A) are contemporary, challenging and engaging: for example, we are currently doing cyanotype/solar prints that will be mounted/framed within a triptych format which pertains to a quick Art History/Early Renaissance lecture.

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

- Independent study/internships continue with FSU's Creative Services Department; Ongoing paid internships with SAFE office: BURG Peer Education Network.

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

- Professor Hein has encouraged many of the advanced photography students to work with the Social Marketing Team, the Department of Theater and Dance, the Athletic Department, and with Frostburg First and the Chamber of Commerce to offer their photographic skills and services.

- Professor Dodge has continued to develop projects and collaborations with the Center for Literary Arts for her ART 207, 307, and 407 classes, for the promotion of a project regarding Allegany County's Rare, Threatened, and Endangered Species.
- In Graphic Design, for example: Project assignments in ART 207 (Intro Graphic Design, a Tech Fluency course) combine basic Photoshop/imagery/typography/printing skills with a contemporary and FSU-specific topic: posters that promote the new Adams-Wyche Multicultural Center by highlighting Civil Rights/peace/LGBTQA+ activists. Analog to Digital projects with Art 407 emphasize the relationship between physical artwork and digital printed imagery, from concept to final printed product. Project is designed as a promotional direct mail piece that incorporates a complex fold, a poster on the back, and two-sided printing.
- The Illustration focus has been working on a “Small Press” publishing initiative called Strange Bird In this scenario, Illustration students participate in the writing, illustration, design process, and publication process of limited edition, art books. The goal of Strange Bird Press has been to keep a record of our FSU art students in publication by allowing them a creative opportunity to publish small-scale projects on campus. Four projects were published this year with more planned for the future. These have also served as great recruitment items (people love to see these books and take them home as a "swag".

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

- ART 100 was successfully assessed in Spring 2021 and for the whole of the 2022-23 year regarding Learning Goal Five: Appreciation of Cultural Identities. Assessment will continue in Spring 2024.
- Professor Hein is the department representative on the GEPRC, currently he teaches a ART 100 course that is a part of the GEP and uses a departmentally standardized assignment each semester to evaluate the learning outcomes in relation to the GEP as a valued and integrated part of the FSU student educational experience.

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

- After careful consideration of enrollments and demand, The Visual Arts Department decided to remove Printmaking from our focus areas.
- Professor Hein instructs the Focus Review course, ART 291, and Professor Brown instructs ART 491: Senior Review, both of which are critical steps in the BFA pathway and are also used to assess the department’s learning goals and outcomes. Over the past few years the assessment tools of the courses have been redesigned to make the data more effective and helpful for the department for determining the needs for change or adaptation to the 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.

- Art 307 and 407: Working with Professor Rebekah Taylor of FSU’s Department of Biology in developing a Biology Department logo along with associated branding material for the four majors within that department.
- Professor Hein has worked with the biology department, specifically using their microscopy lab, to create interaction between the scientific tools and the unique creative ideas the photography students bring. Robert has also worked with the Career and Professional Development center during their annual fair to make headshots available for students needing them as part of their resume packets. Robert has also worked with the Undergraduate Research Symposium in offering photographic services and time documenting the event and personalities involved. All these involve BFA students in various actions.
- Advanced Illustration students collaborated with the Department of Theatre and Dance in a poster contest to create the play poster for FSU alum, Keenan Scott’s Broadway play, Thoughts Of A Colored Man. Students were tasked with reimagining the original poster into something new for our campus production of Mr. Scott’s play. The winner(Andy Matthews 23’) was chosen by Mr. Scott himself.

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

- Professors Hein and English have worked with the Allegany Arts Council many times to establish the Visual Arts Department as a professional and cohesive group or faculty that willingly give their time and knowledge (as per their focus areas) to the community. This also enhances the reputation of BFA students within the community and increases a positive outlook of FSU students with the public.

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

The measure is the number of alumni outreach programs developed.

- The Visual Arts Department and its students were represented in the community at Frostburg's Semi-annual ArtsWalks.

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.

- Professors Lester and Herzfeld participated in STEAM Day highlighting program experiences in Physics, Engineering, & Life-Cycle Facilities Management, Health Sciences & Biology, Geography & Earth Sciences, Theater & Dance, Art & Design, and Computer Science,

Cybersecurity, & Information Technology.

- Professors Hein attended in person portfolio reviews at the Washington County Museum of Fine Art (Hagerstown), and has participated in on-line portfolio sharing events with regional high school students.

- Professor Odone participated in the Majors Fair.
- Professor Odone gave a talk and represented the Department of Visual Arts at the symposium held for students who have yet to choose a major.
- Professor Odone gave a talk and represented the Dept of Visual Arts at the Leadership Allegany symposium.

- Professor English met with 2-3 prospective students each semester during their campus visits. These are high-impact, one-on-one opportunities for students and their families to speak with the department chair and explore the facilities.

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

- Faculty discuss our departmental offerings in their ART 100 and 110 courses. Professor English also covers these in ORIE 101.

3c. Encourage students to join and participate in arts-related groups on campus.

- Professor Wright is actively working with Ava Breighner as her advisor to get Kappa Pi International Art Fraternity going for Fall 2023. This organization offers students critique and student engagement outside of the foundation courses. It will also provide scholarships, sponsorships, and engagement with the community of Frostburg in exhibitions and curatorial work.

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

- Photography students participated in the documentation of the Undergraduate Research Symposium. Gabrielle Oakes gave a presentation on her experience as an intern sketch artist in Allegany County Courts.

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

- Aside from what is discussed above, students enrolled in ART 411 are required to apply for entry in local, regional, and national exhibitions. This has led to many successfully being included in exhibitions, enhancing their experiential skills and building their resumes in the process.

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

4a. Provide effective and beneficial mentoring to new faculty.

- Art Department faculty have worked tirelessly to integrate our new contingent faculty and make them feel welcome. As our Tenure lines have been replaced by FTNTTs and then Adjuncts, this has become a constant concern and effort.

4b. Advocate for PINs for current FTNTT faculty.

- Despite data-driven planning and requests, the Visual Arts Department has been unable to secure PINS for our FTNTT faculty or for new hires to replace lost positions due to retirement. While we understand that the situation at the University is generally negative, we also hope that better planning and decision-making will begin at the level of Academic Affairs.

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

- While the new HVAC system has improved air quality and temperature in Fine Arts, we are still awaiting badly-needed window replacements, fixes to the roof, and are dealing generally with tired and broken facilities. Understaffed facilities teams add to the complications when repairs are needed.

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

- Budget cuts and budget uncertainty have made planning and upgrades virtually impossible.

How have the results impacted 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. Efforts in the department have worked toward reengaging our community and campus partners. We have also worked hard to reengage faculty with innovative and relevant pedagogy and students with active, high-impact learning opportunities.

We maintained much of our last strategic plan, not wanting to make changes until the new University strategic plan is developed. Resources were reallocated from our operating budget in some areas to cover some instructional expenses. Studio fees were increased in Foundations, Painting, and Ceramics courses in keeping with inflationary pressures on fee budgets for studio supplies.

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:

Library

FY 2023 Lewis J. Ort Library Annual Report

Specify your Division/Department Goals Priorities.:

G. 1: Prepare for the implementation of the new integrated library system (ILS) which is expected to replace the current system, ExLibris Aleph, in 2024. (Aligns with University Goal # 4).

G. 2: Complete preparation for and implement the new integrated library system. (Aligns with University Goal # 4).

G. 3: Execute components of the information literacy program plan that focuses on student success and assess students at all levels of information literacy understanding. (Aligns with University Goal # 1).

G. 4: Improve online, asynchronous options for library and information literacy instruction, and research and reference help. (Aligns with University Goals # 1 & 2).

G. 5: 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. 6: Create an environment that is welcoming, inclusive, respects diversity, and contributes to the cultural competence of our students. (Aligns with University Goal # 2).

G. 7: 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. 8: 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. 9: Participate in University initiatives that support institutional efficiencies and effectiveness, including sustainable assessment. (Aligns with University Goal # 4).

G. 10: Promote a commitment to the ongoing development and/or continuing education of all Library staff. (Aligns with University Goal # 4).

G. 11: Evaluate Library processes and workflows to facilitate better effectiveness in staffing, services, and building use. (Aligns with University Goal # 4).

Start: 07/01/2022

Providing Department: Library

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

G. 1. AP. 1: Identify and resolve data inaccuracies in current integrated library system (Aleph) in preparation for migration of data to new ILS.

G. 1. AP. 2: Complete current cleanup project to revise or eliminate superholdings records attached to Aleph bibliographic records for Stacks and Juvenile collection titles.

G. 1. AP. 3: Review Aleph codes used by the Ort Library to determine if they meet the student needs and/or the library's policies and procedures.

G. 1. AP. 4: Test/explore the new system to learn how it works and how the different components interact.

G. 1. AP. 5: Ensure that the integrated library system works with the campus systems.

G. 1. AP. 6: Conduct/complete cleanup necessary to ensure a successful migration of data from the existing library system (Aleph) to the new system. (FY 2023 and FY 2024).

G. 1. AP. 7: Ensure that current workflow and operational procedures are updated.

G. 1. AP. 8: Identify desired services and/or tools to include in a new or updated discovery system/public interface and within Learning Management System (LMS) integrations.

G. 1. AP. 9: Develop both intra- and inter-department workflows within and between library functional units for the new system. (FY 2023 and FY 2024).

G. 1. AP. 10: Develop training and workflow procedures/documentation for the new system - includes text, video, and other materials. (FY 2023 and FY 2024).

G. 1. AP. 11: Conduct staff training in all functional areas of the new system.

G. 2. AP. 1: Implement customized discovery/public interface features and services. (FY 2023 and FY 2024).

G. 2. AP. 2: Implement identified Learning Management System (LMS) integrations. (FY 2023 and FY 2024).

G. 2. AP. 3: Create educational materials (text, video, LibGuides, FAQs, etc.) to support users engaging with the new system. (FY 2023, FY 2024, and beyond).

G. 3. AP. 1: Research & Learning work with the GEP Review Committee to incorporate information literacy instruction into the GEP revision process.

G. 3. AP. 2: Revising ENGL 101 IL curriculum and update assessment.

G. 4. AP. 1: Create "generic" modules for library and information literacy instruction in Canvas to provide faculty greater options for incorporating asynchronous library instruction into their courses.

G. 4. 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 out specific course modules.

G. 5. 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. Postponed until FY 2024 due to library staff focus on USMAI ILS migration and when a new chair for the Library Spaces Committee can be identified.

G. 5. 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.

G. 5. AP. 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs. Outcome: Individualized approach to meeting each department's library needs.

G. 5. AP. 4: Review and revise the library's collection development policies. (Postponed while current deselection project is in process.)

G. 5. AP. 5: Assess technology status in the library to determine needs to support and reinforce student learning.

G. 6. 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 equity.

G. 6. AP. 2: Encourage Library staff to participate in Library and University initiatives established to increase faculty, staff, and students' understanding of diversity and equity on campus.

G. 6. AP. 3: Conduct a review of the library's collections for adequacy of coverage in diversity, equity, and inclusion (DEI) subjects and purchase materials to ensure the library is making available content for and about underrepresented groups. This action priority was identified as a goal to be led by a staff member who left the University during the FY. It will be reevaluated in FY 2024 for implementation in FY 2025.

G. 7. AP. 1: Continue to partner and support the USMAI Consortium of Libraries strategic priorities.

G. 7. AP. 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

G. 7. 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. 8. AP. 1: Develop a comprehensive library outreach plan.

G. 8. AP. 2: Promote via social media and other means Library services, resources, and archival collections.

G. 8. 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. 8. AP. 4: Investigate feasibility in implementing a Digital Asset Management System (DAMS) to increase access to digitized collections within Special Collections/Archives.

G. 9. AP. 1: Review documentation of Library initiatives that address Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning. (The library was never asked to respond to this recommendation by the FSU administration for a report.)

G. 9. AP. 2: Convene the Library Assessment Advisory Group to identify methods to assess the Library's impact on institutional retention efforts and student success. (Postponed to FY 2025 as a result of library faculty focusing on the implementation and migration to the new USMAI ILS in FY 2024.

G. 9. AP. 3: Investigate areas of potential partnership with and support of co-curricular offices and programs that contribute to improved student academic success. (Postponed until new GEP is in place.)

G. 9. 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. 10. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 11. AP. 1: Complete cross-training all Library staff for service desk coverage and/or increased knowledge in library operations and staff functions.

G. 11. AP. 2: Create a roadmap detailing our vision for the Library 5 to 10 years. (Postpone until the newly appointed Associate Director for Research, Learning, & Outreach is acclimated to the Library and the USMAI ILS migration is complete.)

G. 11. AP. 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure. (Postponed until the newly appointed Associate Director for Research, Learning, & Outreach is acclimated to the Library).

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

G. 1. AP. 1. & 2. Metric: Objective was to address over 150,000 ALEPH catalog records with Superholdings. The metric was the number of records that were reviewed and cleaned.

G. 1. AP. 3. Metric: The metric for this action priority will be evidence that the current Aleph codes were reviewed by the Library's cataloging team and ALMA local migration team and necessary changes were identified.

G. 1. AP. 4. Metric: Contingent on accessibility to testing/training documentation and the "sand box" for evaluating quality of migrated data.

G. 1. AP. 5. Metric: The metric for this action priority is dependent on the stage of implementation and the level of involvement of FSU's IT staff to coordinate integration with USMAI CLAS staff.

G. 1. AP. 6. Metric: The metric for this action priority is dependent on the stage of implementation and whether additional cleanup projects are identified during this fiscal year.

G. 1. AP. 7. Metric: The evidence for this metric will include updated operations manuals and documented procedures.

G. 1. AP. 8. Metric: This action priority was postponed to FY 2024 due to delay in ability to assess available services and needs.

G. 1. AP. 9. Metric: This action priority was postponed to FY 2024 due to delay in ability to assess impact of ALMA system on library functional units and workflow.

G. 1. AP. 10. Metric: This action priority was postponed to FY 2024 due to early stages of implementation. Training and testing scheduled for FY 2024 prior to system implementation.

G. 1. AP. 11. Metric: ExLibris' ALMA training was not made available until Fall 2023, so this action priority was postponed.

G. 2. AP. 1. Metric: Due to finalized FY 2024 timeline of USMAI Library Consortia's implementation of shared ILS, this action priority was postponed.

G. 2. AP. 2. Metric: Due to finalized FY 2024 timeline of USMAI Library Consortia's implementation of shared ILS, this action priority was postponed.

G. 2. AP. 3. Metric: Due to finalized FY 2024 timeline of USMAI Library Consortia's implementation of shared ILS, this action priority was postponed.

G. 3. AP. 1. Metric: The metric for this action priority is evidence of the Research & Learning faculty involvement with GEP planning for the inclusion and assessment of information literacy.

G. 3. AP. 2. Metric: The metric for this action priority is evidence of revised ENGL 101 information literacy curriculum and assessment.

G. 4. AP. 1. Metric: The metric for this action priority is a list of content that maps with information literacy offerings.

G. 4. 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. 5. AP. 1. Metric: The metric for this action priority would be the development and implementation of a plan to solicit student input regarding the improvement of the library's facilities. This action priority has been postponed until FY 2024 due to library staff focus on the USMAI ILS migration and a vacancy in library faculty.

G. 5. AP. 2. Metric: Success **metric** would be to develop and update policies and procedures, and to implement a regular review of collection subject (and other areas) led by librarian liaisons to academic departments/programs. This action priority has been postponed until FY 2025 due to library staff focus on the USMAI ILS migration and a vacancy in library faculty.

G. 5. AP. 3. Metric: Progress will be measured by evidence of meetings/discussions/emails with faculty in academic departments regarding the strength/age of the collections in their disciplines and their requests for additional resources to support their curricular or research needs.

G. 5. AP. 4. Metric: Evidence of receiving input from library faculty, staff, and the library director on the existing policy; production of a draft revised policy. This action priority was postponed to FY 2025, so staff could focus on the the USMAI ILS migration and potential changes in collection development activities due to budgetary constraints.

G. 5. AP. 5. Metric: The metric will be the existence or non-existence of new technology in the Library.

G. 6. AP. 1. Metric: The metric will be evidence of discussions and research regarding the Library's environment, services, and collections related to DEI initiatives with the intent of improvement.

G. 6. AP. 2. Metric: The metric for this action priority will be evidence that Library staff participated in activities established to increase faculty, staff, and students, understanding of diversity and equity on campus.

G. 6. AP. 3. Metric: This action priority was identified as a goal to be led by a staff member who left the University during the FY. It will be reevaluated in FY 2024 for implementation in FY 2025.

G. 7. AP. 1. Metric: The metric will be statistical evidence of items cataloged and the ongoing dialogue about circulation issues. Also, this action priority will be measured by evidence of staff participation in and supporting the USMAI advisory and sub-group organizational structure.

G. 7. AP. 2. Metric: Evidence of this action priority will be a status report summarizing activities conducted that supported the J. Glenn Beall Jr. Institute for Public Affairs.

G. 7. AP. 3. Metric: Documentation of collaboration such as, but not limited to photographs, posters, grants, communications, etc.

G. 8. AP. 1. Metric: This action priority was postponed until the Associate Director for Research, Learning, & Outreach position is filled and able to develop a plan in FY 2024.

G. 8. AP. 2. Metric: Increased evidence of social media posts related to the Library on Facebook, Twitter, Instagram, etc.

G. 8. AP. 3. Metric: Documentation of collaboration such as, but not limited to photographs, posters, grants, etc.

G. 8. AP. 4. Metric: The metrics for this action priority will be the license agreement with the company hosting the DAMS, and digitized contents and collections loaded in the repository.

G. 9. AP. 1. Metric: The metric for this action priority will be the data collected and summary reports resulting from the user satisfaction surveys and requests for feedback conducted between 2017 and 2021.

G. 9. AP. 2. Metric: The metric for this action priority will be the recommendations for improvement generated from the Research & Learning faculty review of the Information Literacy Instruction rubric.

G. 9. AP. 3. Metric: Potential identification and implementation of programs, services, and/or other collaborative activities as documented in proposals and minutes of meetings, etc.

G. 9. AP. 4. Metrics: Changes/revisions made to Canvas OER course since implementation and number of faculty enrolled in course during fiscal year.

G. 10. AP. 1. Metric: The Library Director and staff will coordinate at least one development program during FY 2023 for all staff.

G. 10. AP. 2. Metric: All library staff will be encouraged to attend at least one FSU, USMAI, or other organizations' development event as one of their three goals on their FY 2023 PMPs. Also, documented evidence of attendance at events.

G. 11. AP. 1. Metric: Evidence for this metric will include scheduled training related to the USMAI ILS migration initiated in FY 2023.

G. 11. AP. 2. Metric: This action priority was postponed until FY 2025 after the USMAI ILS migration is complete and changes to staff functions, workflow, and operations are identified.

G. 11. AP. 3. Metric: This action priority was postponed until the Associate Director for Research, Learning & Outreach position is filled and acclimated to the Library's existing organizational structure in FY 2024.

What were the results?:

G. 1. AP. 1: Identify and resolve data inaccuracies in current integrated library system (Aleph) in preparation for migration of data to new ILS.

In preparation for the migration of the Library's catalog database consisting of hundreds of thousands of records representing its bibliographic holdings to a new USMAI shared Integrated Library System (ILS), Ort staff completed several projects during FY 2023 to correct or improve the data found in the current system (ExLibris' Aleph). For each data clean-up project, staff members reviewed the data in the bibliographic item and holdings records for each of the problematic titles. From this review, they determined what actions, if any, were needed to correct the information in the database. For the invalid code combinations project and the project to separate the formats of periodical titles on the appropriate bibliographic records, the staff members also checked the actual resources for additional information in order to resolve any problems.

Access Services & Resource Sharing (ASRS) Department:

Access Services & Resource Sharing staff requested and received reports of a number of database cleanup priorities including blocked patrons, items with circulation notes, duplicate records, unresolved financial transactions and missing/lost materials. Staff worked to resolve the data contained on these reports prior to the August 2023 migration data loads beginning. ASRS staff also participated in superholdings cleanup, deselection, and government documents inventory and cleanup in preparation for the migration.

Acquisitions, Continuing Resources, and eResources Management (ACRERM) Department:

Members of the Acquisitions, Continuing Resources, and eResources Management staff investigated and deleted or otherwise addressed 13 brief acquisitions-created bibliographic records for periodical titles identified for clean-up by the USMAI CLAS Team.

The ACRERM staff began a project in February to inventory the library’s microfilm collection. Although originally intended as a physical inventory related to informing the re-utilization and/or renovation of spaces in the Library building to better serve FSU students, faculty, and staff, Cassie Mulder took the initiative to expand it to verify and update the holdings and items records in Aleph to meet current bibliographic standards for all serial microfilm titles. This essentially added a significant data cleanup element to this project in preparation for migration to the new ILS. Cassie began updating summary holdings for these titles to meet OCLC’s Principles and Standards for Local Holdings Records, based on the National Information Standards Organization’s (NISO) Holdings Statements for Bibliographic Items, cleaning this data for 130 titles by the end of FY 2023. Completion of this project, which includes summary holdings data cleanup for an additional 1,100+ titles, is scheduled for completion prior to final data migration to the new ILS in spring 2024 (FY 2024).

Knowledge Organization and Metadata Services (KOMS) Department:

The Knowledge Organization and Metadata Services staff completed several projects to correct or improve the data found in the current library management system(Ex Libris Aleph) in preparation for the migration of this data to the new library management system (Ex Libris Alma) in FY2024.The projects included the following:

- Amber Harrison corrected invalid code combinations in item records for items located in the Stacks, Archives and Special Collections, ensuring that the item records in the library database had the correct combinations of FSU Sublibrary, collection codes for the different collections and location in the library, material type code that indicates the tangible or electronic format of the title and the circulation permissions.
- Virginia Williams separated the microfilm, print and electronic items of periodical titles onto the bibliographic records that described the specific format of the publication.
- Virginia Williams provided support to Nancy Frost, Acquisitions Department, in her project to clean up and close acquisitions orders in Aleph.
- Virginia Williams corrected records for electronic U.S. Government Documents that were incorrectly coded as a physical resource.
- Virginia Williams collaborated with the USMAI CLAS team to assure access to the digital images of the maps in the Coal Mine Map Collection when the Aleph records were migrated to the new library management system in spring 2024.

G. 1. AP. 2: Complete current cleanup project to revise or eliminate superholdings records attached to Aleph bibliographic records for Stacks and Juvenile collection titles.

The library staff continued to work on the superholdings clean-up project, a project to remove as many of the Superholdings records from Aleph as possible by: 1) transcribing the acquisitions information (cost and received date) from these records to the appropriate item record, 2) rewriting the donation information found in these records to the appropriate item record or to the appropriate MARC (Machine Readable Cataloging) standards field, or 3) reviewing the information that is not acquisitions or donation information to determining whether the information should be transferred to the item or holdings record, retained in the Superholdings record or deleted. The approximate number of superholdings records that were reviewed during the two-year span of the project and completed in Fall 2023 was 150,000. All library staff participated in the extensive clean-up project.

ACRERM Department:

All Library faculty and staff members of the ACRERM Department completed deletion and editing of assigned superholdings records.

KOMS Department:

Virginia requested two reports to aid in the completion of this project: 1) a report of the superholdings records connected to bibliographic records of resources located in all collections other than Stacks, Oversize Stacks, Juvenile, Special Collections and Archives, and 2) a request to delete superholdings records that contained index terms that were no longer applicable to the library.

Research & Learning (R&L) Department:

Late in FY 2023, the R&L team began an additional superholdings project, which included reviewing 2,500 superholdings records to be completed in FY 2024. In FY 2023, the team reviewed a total of 8,536 records. This included both the remaining superholdings from the initial assignments and an addition 2,500 superholdings.

G. 1. AP. 3: Review Aleph codes used by the Ort Library to determine if they meet the student needs and/or the library's policies and procedures.

Throughout FY 2023, as the staff continued to prepare for the migration of the Library's holding records from our current USMAI shared ILS to the new system, many existing policies and procedures related to how our collections are organized and processed have been reviewed for potential changes by the Technology and Research & Learning divisions' staff, under the leadership of FSU's ILS Migration Campus Team. Technical names of collections, patron statuses, and item statuses were reviewed to revise or eliminate those that are no longer used or won't be consistent with USMAI policies or the new ILS parameters.

Tactic 1: Identify collection codes that are no longer relevant or need to be redefined to accurately reflect the location of content of the actual collection.

While many of the library’s media collections were deselected and withdrawn in summer 2021, the related collection codes remained in the current integrated library system.These codes will be removed from the new library management system after the system comes live in May 2024.

ASRS Department:

ASRS department staff reviewed patron statuses, item statuses, and collection codes, and identified those which are no longer accurate or useful. These categories will be discussed for revision or removal in FY 2024 once data has been evaluated by the Ex Libris migration team.

Tactic 2: Review the collection codes to determine change in the collections' names reflected in the discovery tool.

ASRS Department:

ASRS department staff reviewed patron statuses, item statuses, and collection codes, and identified those which are no longer accurate or useful. These categories will be discussed for revision or removal in FY 2024 once data has been evaluated by the Ex Libris migration team.

ACRERM Department:

Randy participated in a review of Aleph collection codes in August and September as a member of the ILS migration Campus Team. Team lead Virginia Williams shared the list of collection codes that were recommended for elimination with the entire library staff and submitted a request to the USMAI CLAS Team for their removal from Aleph.

KOMS Department:

Virginia spoke with both Lisa Hartman, Research and Government Information Librarian, and Liza Zakharova, Special Collections Librarian, concerning the collection codes used in their areas of responsibility.

Lisa and Virginia discussed the possibility of creating a collection code for the folded maps because these maps are located in a different place than the flat maps, even though both are assigned a Library of Classification call number.A decision had not been made.Much work and planning needs to be completed before we can act on this suggestion.

Liza agreed that the materials located in the Rare Books Room that currently appear in library catalog as Special Collections should be labelled as Rare Book Room.This change will provide correct information to the library user as to the location of the materials.Virginia included this change in the FSU Alma configuration form in September 2024.

G. 1. AP. 4: Test/explore the new system to learn how it works and how the different components interact.

The USMAI ILS Migration coordinating team made available on its portal ExLibris' extensive collection of training videos entitled: "Getting to Know Alma" so staff members from the 17 member libraries/institutions could become familiar with the expansive features of Alma, the next generation ILS selected by the USMAI to replace its existing system. During Spring 2023, Ort Library's staff, under

the direction of our local ILS Campus Team participated in completing the 21 videos or those necessary for their specific job responsibilities. Quizzes were included in the videos to assess the results of the training and success of the staff in learning the system.

ASRS Department:

ASRS staff attended demonstrations and viewed available training content provided by ExLibris and the USMAI Consortial Library Applications migration team related to the new library management and discovery systems prior to the sandbox being made available for testing.

ACRERM Department:

Randy Lowe completed all 21 videos of the ExLibris "Getting to Know Alma" Training Series and successfully passed the series quiz in May 2023. Nancy Frost and Cassie Mulder completed the Orientation, Acquisitions, and Resources sections of the Trainin Series for a total of 15 videos.

KOMS Department:

Virginia completed the "Getting to Know Alma" Training modules and quiz in the late spring 2023. She expanded her training by starting the Alma Essentials training, the next step in the training process. There was no opportunity to explore the new system other than through the training because the staff had no access to the system until August 2023.

R&L Department:

Julie and Sean participated in this process by joining the User Experience, Accessibility, & Discovery (UXAD) Subject Matter Team for the ILS Migration. Julie is the UXAD's Team Lead and is a member of the Core Project Team (CPT). During Spring 2023, this work included completing an environmental scan of consortial peers' Primo VE instances.

G. 1. AP. 5: Ensure that the integrated library system works with the campus systems.

In summer 2023, the Library Director contacted Tim Pelesky, FSU's CIO and director of the Office of Information Technology to request that a liaison from OIT be identified for assisting the Library's ILS Campus Team with software compatibility and local network implementation issues. As a result, Reid Bluebaugh was assigned the responsibility of working with Ort Library's team and the USMAI ILS Migration team on FSU network related requirements. Amanda Bena, Head of Access Services & Resource Sharing met with Reid to discuss plans for integrating the new library management system with the current patron loader process and student information systems.

G. 1. AP. 6: Conduct/complete cleanup necessary to ensure a successful migration of data from the existing library system (Aleph) to the new system. (FY 2023 and FY 2024).

In preparation for the migration of the Library's catalog database consisting of hundreds of thousands of records representing its bibliographic holdings to a new USMAI shared Integrated Library System (ILS), Ort staff completed several projects during FY 2023 to correct or improve the data found in the current system (ExLibris' Aleph).

ASRS Department:

Access Services & Resource Sharing staff requested and received reports of a number of database cleanup priorities including blocked patrons, items with circulation notes, duplicated records, unresolved financial transactions, and missing/lost materials. Staff worked to resolve the data contained on these reports prior to the beginning of the August 2023 migration data loads. ASRS staff also participated in superholdings cleanup, deselection, and government documents inventory and cleanup in preparation for the migration.

KOMS Department:

The KOMS staff completed several projects to correct or improve the data found in the current library management system(Ex Libris Aleph) in preparation for the migration of this data to the new library management system (Ex Libris Alma) in FY2024.The projects included the following:

- Amber Harrison corrected invalid code combinations in item records for items located in the Stacks, Archives and Special Collections, ensuring that the item records in the library database had the correct combinations of FSU Sublibrary, collection codes for the different collections and location in the library, material type code that indicates the tangible or electronic format of the title and the circulation permissions.
- Virginia Williams separated the microfilm, print and electronic items of periodical titles onto the bibliographic records that described the specific format of the publication.
- Virginia Williams provided support to Nancy Frost, Acquisitions Department, in her project to clean up and close acquisitions orders in Aleph.
- Virginia Williams corrected records for electronic U.S. Government Documents that were incorrectly coded as a physical resource.
- Virginia Williams collaborated with the USMAI CLAS team to assure access to the digital images of the maps in the Coal Mine Map Collection when the Aleph records were migrated to the new library management system in spring 2024.

G. 1. AP. 7: Ensure that current workflow and operational procedures are updated.

Throughout FY 2023, department supervisors worked with their staff to review existing policies and processes to make sure their procedures manuals were current. This was necessary to complete before identifying changes that would need to be made to accommodate differences between the existing and new systems.

ASRS Department:

ASRS began reviewing current processes and procedures related to all aspects of circulation, interlibrary loan, course reserves, collection maintenance, and patron services in Aleph to ensure accuracy of current documentation before beginning the process of comparing and revising to meet the new system expectations.

ACRERM Department:

All Acquisitions, Periodicals, and E-Resources workflows were reviewed with operational procedures updated by the end of FY 2023.

KOMS Department:

Virginia compiled a list of 28 Knowledge Organization and Metadata Services procedure documents, creating a spreadsheet that included the title, link to the document and relevant notes concerning the document. She shared the list with the department staff for input.

G. 1. AP. 8: Identify desired services and/or tools to include in a new or updated discovery system/public interface and within Learning Management System (LMS) integrations.

Amanda Bena, Head of Access Services & Resource Sharing, served as a member of the Subject Matter team for Access Services on the migration project and participated in many discussions with consortium colleagues related to needs and expectations in areas of access services, interlibrary loan, course reserves, and other patron-facing services in terms of the new ILS. The results of this action priority were assessed by the documentation submitted to the USMAI ILS Migration Team and ExLibris' from these discussions.

G. 1. AP. 9: Develop both intra- and inter-department workflows within and between library functional units for the new system. (FY 2023 and FY 2024).

Although the ExLibris training video series "Getting to Know Alma" was made available to the USMAI implementation teams in Spring 2023, actual training and hands-on access to the new system's functionality was not released until Fall 2023. Therefore, training on the specific operational functions of Alma has been postponed until FY 2024. As a result, decisions related to intra- and inter-departmental workflows with-in and between library functional units will not be feasible until staff are fully trained on the system in the next fiscal year.

G. 1. AP. 10: Develop training and workflow procedures/documentation for the new system - includes text, video, and other materials. (FY 2023 and FY 2024).

The Library staff did not complete any work on this action priority in FY 2023. Staff had access to and were encouraged to view the "Getting to Know Alma" videos. Anyone who was interested had access to other Alma documentation and training. However, because we did not have access to the Alma sandbox until August 2023 or our data in Alma until November 2023, we were unable to develop workflow procedures/documentation. This work will start in spring 2024.

G. 1. AP. 11: Conduct staff training in all functional areas of the new system.

Library staff had access to and were encouraged to view ExLibris' "Getting to Know Alma" videos. Anyone who was interested had access to other Alma documentation and training. However, because we did not have access to the Alma sandbox until August 2023 or our data in Alma until November 2023, actual hands-on training in the functional areas of the new system could not be implemented. This work will start in spring 2024.

G. 2. AP. 1: Implement customized discovery/public interface features and services. (FY 2023 and FY 2024).

This action priority was put on hold during FY 2023 due to personnel changes in the Library's Research & Learning Division. In July 2022, the Associate Library Director (ALD) for Research, Learning, & Outreach position became vacant. Following an extensive search throughout Fall 2022, the position was filled by the arrival of the new ALD for R&L, Julie Porterfield in January 2023. It was agreed to postpone work on this action priority until Julie had time to become acclimated to the Library and FSU in order to provide leadership to the R&L team and to establish a new direction for the program and outreach.

G. 2. AP. 2: Implement identified Learning Management System (LMS) integrations.

This action priority was put on hold during FY 2023 due to personnel changes in the Library's Research & Learning Division. In July 2022, the Associate Library Director (ALD) for Research, Learning, & Outreach position became vacant. This action priority was identified as a goal to be led by the staff member previously in that position. It was reevaluated for the Library's FY 2024 Strategic Plan and eliminated.

G. 2. AP. 3: Create educational materials (text, video, LibGuides, FAQs, etc.) to support users engaging with the new system. (FY 2023, FY 2024, and beyond).

The Library staff did not complete any work on the action priority in FY 2023. While staff had access to and were encouraged to view the "Getting to Know Alma" videos, as well as other Alma documentation and training materials, we did not have access to the Alma sandbox until August 2023 or our data in Alma until November 2023. The R&L staff did not receive training in Primo VE, the discovery interface for Alma until FY 2024. As a result, they were unable to develop educational materials for users. This work will start in spring 2024.

G. 3. AP. 1: Research & Learning work with the GEP Review Committee to incorporate information literacy instruction into the GEP revision process.

The university-led GEP Review Committee did not move forward with their work in FY 2023. So, no additional work was implemented related to the GEP review at the library-level.

G. 3. AP. 2: Revising ENGL 101 IL curriculum and update assessment.

In the Spring 2023 term, Molly Barra, Information Literacy Instruction Coordinator, began work to review the Library's Information Literacy Rubric and plan assessment activities for ORIE and ENGL 101 to be piloted in FY 2024. The revision process was still underway at the end of FY 2023, so the results will not be available until FY 2024.

G. 4. AP. 1 & 2: Create "generic" modules for library and information literacy instruction in Canvas to 1.) provide faculty greater options for incorporating asynchronous library instruction into their courses and 2.) provide librarians a starting point from which to build out specific course modules.

These action priorities (4. AP. 1 & 4. AP. 2) were put on hold during FY 2023 due to personnel changes in the Library's Research & Learning Division. In July 2022, the Associate Library Director (ALD) for Research, Learning, & Outreach position became vacant. Following an extensive search throughout Fall 2022, the position was filled by the arrival of the new ALD for R&L, Julie Porterfield in January 2023. It was agreed to postpone work on these action priorities until Julie had time to become acclimated to the Library, its information literacy program, and FSU in order to provide leadership to the R&L team and to establish a new direction for the program and outreach.

G. 5. 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.

Work on this action priority was postponed until FY 2024 due to several vacancies in staffing that occurred in FY 2023. The Library staff also focused most of the fiscal year on the initiation of the migration to a new shared USMAI ILS.

G. 5. 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.

Tactic 1: Identify specific collections to evaluate based on library space and other needs.

Tactic 2: Post titles identified for withdrawal on Deselection webpage for FSU faculty & staff to review.

Tactic 3: Gather and evaluate feedback from FSU faculty & staff.

Tactic 4: Identify and withdraw items.

The Library improved the quality of and access to its collections during Fiscal Year 2023 by planning and executing activities for four phases (phases 6 through 9) 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 reutilize and/or renovate spaces in the Library building to better serve FSU students, faculty, and staff.

ACRERM Department:

Library faculty completed a final review of titles comprising Phase 6 of the initiative in July following the receipt of feedback from teaching faculty and university staff. Titles suggested for withdrawal in the following subject areas were posted to the Library’s deselection site at https://libguides.frostburg.edu/deselection from February 2022 through May 2022 (FY 2022):

- Communication Studies, Philology, Linguistics (Library of Congress Classification P)
- Literary History and Composition, Drama, Theatre, Mass Communication, Film Studies, Journalism, Oratory (Library of Congress Classification PN)
- General Bibliography, Book Industry, Typography (Library of Congress Classification Z-ZA)

Faculty and staff comment was solicited through campus-wide email messages and the Library Liaison Program (https://libguides.frostburg.edu/liaisons). This effort resulted in the removal of 6,956 items from the building during summer 2022.

In addition, Phase 6 included a library faculty review of the remaining print article indexes in the library. Withdrawal of 2,777 index volumes was completed during summer 2022. The completion of deselection Phase 6, along with Phase 5 in FY 2022, for the Library’s collections resulted in an expansion and reconfiguration of student study spaces on Floor 5 of the building completed prior to the fall 2022 semester.

During the summer, Library faculty evaluated materials in the following subject areas comprising Phase 7 of the Deselection Initiative:

- Educational Professions – Theory and Practice of Education (Library of Congress Classification LB)
- Political Science – United States Institutions and Public Administration (Library of Congress Classification JK)

Titles suggested for withdrawal were posted to the Library’s deselection site at https://libguides.frostburg.edu/deselection in September 2022, with teaching faculty and university staff feedback solicited and requested by December 2022; items requested for retention were kept by the library. This review resulted in the removal of 6,216 titles from the Library building by staff during the spring 2023 semester.

The total number of items withdrawn from the library in FY 2023 resulting from the Deselection Initiative was 15,949.

While receiving feedback from FSU faculty and staff on Phase 7 titles, Library faculty evaluated materials in the following areas during the fall 2022 semester for the Phase 8 of the initiative:

- Educational Professions – General Works (Library of Congress Classification L)
- Educational Professions – History of Education (Library of Congress Classification LA)
- Political Science – Non-United States Institutions and Public Administration / U.S. Local Government (Library of Congress Classification JL-JS)

Lists containing titles suggested for withdrawal in the above listed subject areas were posted to the deselection site at https://libguides.frostburg.edu/deselectionfor faculty and staff review in February 2023 with feedback received through the end of the spring 2023 semester. Withdrawal of Phase 8 items was scheduled for summer 2023 (FY 2024).

Finally, shelf lists of titles comprising Phase 9 of the initiative were generated in May 2023. Library faculty will review titles in the following subjects during summer 2023 (FY 2024):

- Educational Professions - Special Aspects of Education, Diversity in Education, Learning Disabilities, Institutions of Education (Library of Congress Classification LC-LT)
- Political Science - Emigration and Immigration, International Law, International Relations (Library of Congress Classification JV-JZ)
- Reference Atlases (All Subject Areas)
- Reference Books (All Subject Areas)

Lists containing titles suggested for withdrawal for Phase 9 will be posted to the deselection site at https://libguides.frostburg.edu/deselection for faculty and staff review in September 2023 with feedback received through the end of the fall 2023 semester.

KOMS Department:

Virginia requested or created 21 different shelflist reports to support the Deselection Project, the Government Documents inventory project or other projects conducted throughout the Library in FY2023.These reports supplied information about the content of the collections in addition to pertinent data relevant to the management of the resources in Aleph, the integrated library system.These reports aided the reviewer in the decision-making process concerning the maintenance of the collections.The following shelflist reports were generated in FY2023:

- Nine reports for the Deselection Project Phases Six, Seven, Eight and Nine in the areas of education and political science as well as a report for the entire Reference Collection.
- Ten reports related to Government Documents inventory
- One report for Reserves
- One report of records for the Coal Mine Map Collection, to be imported in Soutron, Ort Library’s Digital Asset Management System.

G. 5. AP. 3: Schedule meetings with individual academic departments to facilitate one-on-one, in depth discussion of research and curricular needs.

Typically, the methods of assessment for this action priority include the number and focus of discussions library faculty had with academic departments during the fiscal year. The processes for gathering and assessing the results of this action priority varied in FY 2023 from scheduling individualized meetings with academic departments to include the administration of an online survey of the departments requesting feedback on their satisfaction with the annual book/av allocation process and their preferences in the utilization of those allocations for one-time purchases or continuations. Individualized communication with academic departments continued in cases when low-us subscriptions were under consideration for cancellation or renewal costs for resources typically utilized by their faculty and students increased substantially.

ACRERM Department:

While the library did not reinstitute its series of one-one-one in-depth luncheon meetings with academic departments that were conducted prior to the COVID pandemic, the following activities were completed to progress toward the objective of individualizing library service and collection needs for each department:

- A survey of academic departments was administered in the spring and fall 2022 semesters to gauge the effectiveness of the annual book/audiovisual allocation that is provided to support their programs and research; sixteen departments responded by November. Results were collated and shared with the library faculty and Library Director to help inform discussions regarding individualizing academic department collection development approaches and content needs. Discussions on this topic are ongoing.
- Messages were sent to teaching faculty in ten academic departments to review a total of nine periodical and standing order titles that that were consistently used at a low rate for the past several years to ensure responsible fiscal management of the Library's budget. Four subscriptions totaling $485 were cancelled as a result, part of $6,952 in overall savings achieved in FY 2023 from database, periodical, and standing order cancellations.
- The library sent a request to faculty in the Chemistry Department to discuss rising costs and declining use of the American Chemical Society Journals package subscription. In May, usage and cost data (FY 2023 subscription cost totaled $44,655.20) were sent to faculty, with a follow-up meeting scheduled for FY 2024 to discuss subscription options in order to reduce costs while minimizing curricular and research impacts.

R&L Department:

Molly Barra was invited by Kate Kinsinger, Coordinator of ORIE program, to inform ORIE instructors of the importance and impact an ORIE Library instruction has on our first-year students. The Library Orientation session is not a mandatory component of the ORIE curriculum, although it is highly recommended by Kate and seasoned ORIE instructors. The R&L team attending the training session ensures volunteer participation by ORIE instructors in the Library Orientation session.

Molly attended the Library Advisory Committee meetings to discuss and promote Information Literacy Instruction and the role of the Ort Library throughout the FSU community. Questions asked by faculty representatives raised concerns about faculty perceptions of the library, information literacy, and library instructions. Planning has taken place to address those perceptions with August 2023 and January 2024 scheduled Faculty Development Institute sessions offered through the Center for Teaching Excellence. Topics include a general overview of the library and information literacy instruction and Artificial Intelligence and Instructional Design.

In addition to assisting liaison departments with ordering library resources, R&L librarians assisted their faculty with research, oriented new library representatives to the ordering process, and created custom LibGuides for the faculty to use in their classes. R&L librarians also created program review library data reports related to computer science, business administration, and music.

G. 5. AP. 4: Review and revise the library's collection development policies.

This action priority has been postponed until FY 2025. Revisions to the library's collection development policies will be informed by the results of the ongoing deselection project the library staff has been engaged in for the last 5 years. Possible changes in the University's academic curriculum due to enrollment and workforce trends currently being reviewed, as well as emerging technologies related to information dissemination will also impact the results of this initiative.

G. 5. 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 and staff. While often occurring informally during the course of normal library operations, these discussions are formally included in our monthly Librarians' Meetings and All-Staff Meetings, and when the request for proposals for the use of student technology funds is issued by the Office of Information Technology. OIT and Physical Plant staff are always consulted for their opinions on the feasibility of installing new equipment or identifying the best equipment for the purpose. In FY 2023, discussions related to the technology in the Library focused on updating computers for student use located on the 2nd and 5th Floors.

R&L Department:

As R&L's liaison to the university information technology department, Molly worked with them to install Sharelink wireless projection capabilities into the Library's classroom.

Special Collections/Beall Archives (SC/BA) Department:

Special Collections/Beall Archives had a need to purchase a new scanner for the digital lab that is able to scan negatives because our prior negative scanner and its software had stopped working. Liza Zakharova talked to several faculty members who demonstrated their scanner and recommended purchasing an Epson V850. Liza and staff utilize this scanner regularly to scan our extensive campus negatives collection. These negatives have been shared on social media where we tag the alumni organizations. This allows FSU alumni to better connect with FSU as many of them recognize the images of campus and students when they were students. We have also begun uploading many of these photos to our new DAMS Soutron and will hopefully see some positive outreach and engagement effects for FY 2024.

G. 6. 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 equity.

This action priority was postponed to FY 2024 due to several factors such as a significant change in library personnel during FY 2023 and the continuation of the library-wide cleanup projects in preparation for the migration to a new USMAI shared integrated library system. However, some action was conducted and is report in the Results section.

Tactic 2: Research and encourage input from the University community of recommended resources related to diversity, inclusion, and equity in print, electronic, or multi-media formats to be added when feasible to the Library's collections.

ACRERM Department:

The Library provided allocations from its FY 2023 materials budget to the African American Studies and Women's Studies programs of $400 each to purchase books and audiovisual titles. Eighteen titles were added to the Library's collections in African American Studies and 17 in Women's Studies as a result of these allocations.

Over the winter and spring, Cassie Mulder created a proposal to develop a Library Acquisitions/Collection Development DEI survey and newsletter to highlight items in the current collection; gather opinions from faculty, staff, and students on the representativity of the library's collection; and obtain data that would help guide future collection development activities in this area. In discussing the library's DEI initiatives for FY 2023 and beyond, it was determined to delay action on this proposal until at least FY 2025 after other DEI initiatives in this Library Goal were achieved.

G. 6. AP. 2: Encourage Library staff to participate in Library and University initiatives established to increase faculty, staff, and students' understanding of diversity and equity on campus.

Tactic 1: Promote Library services that can increase faculty, staff, and students' access to resources intended to inform and teach diversity, inclusion, and equity.

SC/BA Department:

Liza Zakharova, Special Collections Librarian/Archivist, worked with students from the NCNW (National Council of Negro Women) Frostburg Chapter to curate an exhibit based on the history of the organization for Black History Month. She met with their President, Historian and Robin Wynder to put together the exhibit. Liza used sources from the Special Collections on the organization of their chapter and worked with the students to include memorabilia from their club. She also highlighted this exhibit on social media to reach more students.

G. 6. AP. 3: Conduct a review of the library's collections for adequacy of coverage in diversity, equity, and inclusion (DEI) subjects and purchase materials to ensure the library is making available content for and about underrepresented groups.

This action priority was identified as a goal to be coordinated by a staff member who left the University during FY 2023. It will be reevaluated in FY 2024 for possible implementation in FY 2025.

G. 7. AP. 1. Tactics 1 & 2: Continue to partner and support the USMAI Consortium of Libraries strategic priorities.

This action priority involves specific tactics or activities, the effectiveness or results of which were assessed using different methods such as: 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; and the statistical evidence of the number of data records changed in the USMAI shared integrated database of holdings.

Tactic 1: Identify the staffing and services of the USM Hagerstown Center Library in anticipation of resolving the questions related to the USMH collections prior to the ILS Migration.

KOMS Department:

Virginia corresponded with Tamara Doleman, Administrative Assistant at University System of Maryland at Hagerstown and Hagerstown Center staff member responsible for the Center’s library until May 2023, concerning the ILS migration project from Ex Libris Aleph integrated library system to the Ex Libris Alma library management system.Tamara provided the contact information of other USM-Hagerstown staff members to include in any correspondence concerning the migration project.
The department cataloged and processed five monographic titles for USM-Hagerstown in November 2022.

Tactic 2: Represent Ort Library and FSU in USMAI initiatives by participating in and supporting the advisory and sub-group organizational structure.

ASRS Department:

Amanda Bena, Head of Access Services & Resource Sharing, served on the Access Services Committee, chaired the Interlibrary Loan & Resource Sharing Subcommittee, and served on the Subject Matter Team for Access Services for the migration project in FY23. Charles Courtney, Library Services Supervisor, served on a task group created by the Access Services Committee to evaluate load leveling and the transit process of sharing USMAI materials consortially in FY23, which produced a report of the current state of patron placed holds and shipping/transit issues.

ACRERM Department:

Randy Lowe served on the Shared Print Initiative Management Committee that coordinates consortium activities related to the regional Eastern Academic Scholars Trust (EAST) Partnership for Shared Book Programs; he completed a 2-year term as a USMAI voting representative to the project on June 30, 2023. In addition, Randy served as a member of the USMAI Integrated Library System Migration Project Advisory Board and as a member of the project’s Technical Advisory Committee to review the University of Maryland Request for Proposal (RFP) 104688 for a Library Management System. In August, the TEC and PAB sent a recommendation to the USMAI Council of Library Directors to select the Alma ILS and Primo VE discovery systems from vendor ExLibris to replace current consortial systems. An announcement of the selection of these systems was published in December following completion of contractual negotiations with the University of Maryland Office of Procurement.

KOMS Department:

Virginia Williams served as the Lewis J. Ort Library Campus Contact to the USMAI consortium.As the Campus Contact, Virginia shared important announcements concern professional development and service opportunities with the Ort Library staff members. Virginia also served as the Frostburg State University campus team leader for the USMAI ILS migration project, which started in 2021 and will continue through the end of FY2024, although work related to the migration will continue for at least one year longer.She attended monthly meetings with the other USMAI campus team leaders. As the team leader, Virginia shared information about the migration with the FSU ILS migration team, the librarians during the monthly Librarians’ meetings, and the library staff during the monthly All Library Staff meetings.

Virginia joined the Cataloging Subject Matter Team (Cataloging SMT) in September 2022. The Cataloging SMT, one of several consortial teams created for the ILS migration project, "focuses on all aspects of cataloging, from record creation to cleanup… interoperability with other cataloging tools,…and the interaction between the cataloging unit and the discovery layer, including record display. The Cataloging SMT considers these aspects both as they affect individual libraries and library workers and as they impact USMAI and the shared consortial catalog" (Cataloging SMT webpage)

SC/BA Department:

Liza Zakharova continued to actively participate in the MD-SOAR USMAI committee. The MD-SOAR committee seeks to manage and improve our shared institutional repository, MD-SOAR, with committee members representing 11 libraries throughout the State. This year, the committee continued work into a 3-year renewal report and decided to scale it back after discussion from the US MAI Director Andrew Pace. We also did some testing for minor improvements in anticipation for our large migration to Dspace 7 in FY 2024. Liza assisted the current chair, Joseph Koivisto, by taking notes four our group during several meetings.

G. 7. AP. 2: Investigate opportunities to support and partner with the J. Glenn Beall Jr. Institute for Public Affairs.

SC/BA Department:

In FY 2023, Andrew Haberkorn was hired from Beall Institute funds so that part of his work involved digitizing the Beall Collection in preparation to be added to our new DAMS, Soutron. To this effect, Andrew scanned and described over 1000 photographs of J. Glenn Beall Jr. from his campaign photos collection. This project continued into FY 2024 as our Archives Student Assistant Julia Seddon worked with Andrew's scans and metadata to add to Soutron so that they can be made accessible to the public.

Beginning in FY 2023, the Archives became the official office of the J. Glenn Beall Institute for Public Affairs. We are currently working on updating signage to reflect this. Tim Magrath, Executive Director for the Beall institute, holds his office hours in the Archives where he is able to have a space to meet with students to discuss internships and other opportunities provided through the institute.

G. 7. 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 tactics associated with this action priority are: 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; 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)l and 3. Provide instruction and access to the Ort Library, including Special Collections, for local school students' research.

ASRS Department:

The Ort Library continues to participate in the Allegany County OneCard initiative, allowing patrons from the Allegany County Library System and from the Allegany College of Maryland libraries to use their preferred library cards when registering for services at the Ort Library.

Amanda Bena, head of the ASRS department, continues to be an active member of the Maryland Association of Interlibrary Loan (MAILL) for FY 2023, which included meeting attendance and email discussions of statewide resource sharing initiatives.

R&L Department:

Lisa Hartman, the Library's Government Documents Librarian, met with Celina McDonald, the Regional Depository Library Coordinator at the University of Maryland, College Park, in May 2023 to discuss participation in the FDLP Preservation Steward program. Celina indicated that there are no specific areas of need in which Frostburg could house materials on behalf of the regional depository library, but she encouraged us to continue pursuing this in support of the FDLP program as a whole.She provided contact information within the FDLP for further information and suggested that we also consider the "Designated Selector" program.Plans for FY 2024 include further communication with FDLP representatives and investigation into areas of the collection that could be considered for preservation commitments.

SC/BA Department:

As a part of the 125th Anniversary celebration, Liza Zakharova, Special Collections Library/Archivist was asked by John Short to create an exhibit on the history of FSU at Frostburg Museum. Liza worked with Museum Director Liz Eshelman to find a space for the exhibit, which encompassed the very early years of the Normal School until the present. She was able to utilize the Library's digital images and printers to create a visual exhibit for the museum. This exhibit enables us to share our university's history with a wider audience who may not be aware of the history and impact of FSU.

G. 8. AP. 1: Develop a comprehensive library outreach plan.

Due to the vacancy in the position of the Associate Library Director Research, Learning & Outreach during the first half of FY 2023, this action priority was postponed until FY 2024 when the new hire would have time to become acclimated to the library and university. However, with the arrival of the new ALD for R,L,&O in the Spring 2023 semester, a task force was put together to review the existing Communications Committee charge and suggest revisions to the Library Director for FY 2024.

G. 8. AP. 2: Promote via social media and other means Library services, resources, and archival collections.

ASRS Department:

Amanda Bena, Head of Access Services & Resource Sharing, continued to update library hours and closing/delay/event information on the Library's website, LibGuides, blog, and email outlets as appropriate. She also shared all relevant information to be posted on social media accounts by coordinating staff. She also designed signage and web postings using digital content creation tools to be more modern and accessible.

R&L Department:

The new Associate Library Director for Research, Learning & Outreach, Julie Porterfield was onboarded to the Library's existing social media presence upon her arrival in January 2023. The decision was made to drop X (formerly Twitter) from its accounts and focus on Facebook and Instagram, managed by Meta Business Suite.

SC/BA Department:

Special Collections Librarian/Archivist, Liza Zakharova, posts #ThrowbackThursday posts on a regular basis on library social media. She also uses social media to promote displays/exhibits in the Library. She found that she likes to focus on FSU history/throwback for the Library's social media posts.

Liza also continued to promote our collections through the social media page "Western Maryland History" which is the most popular local social media platform for regional history. She uses the site to promote the Library's collections and gain research interest for our new accessions and collections. She also uses crowdsourcing as a way to identify particular locations and other identifiable information from photographic collections. Many local community members have identified descriptive elements from photographs that we were seeking.

G. 8. 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.

Tactic 1: Develop a written directory of action for events, including contacts, etc., that could be implemented immediately if an opportunity for collaboration appears suddenly.

In FY 2023, the Library Director began an inventory of the events the Library regularly participates in or co-sponsors with other FSU departments annually. The information will be used to create a directory for documenting our outreach and collaborative activities. This is an ongoing action priority for FY 2024.

Tactic 2: Continue to partner with the Children's Literature Centre, Center for Literary Arts, Cultural Events Series, academic departments and other campus organizations.

Unlike FY 2022, where this tactic was impacted by the ongoing effect of the COVID-19 pandemic, in FY 2023 the Library was able to resume partnering with the various departments and organizations it has customarily worked with to offer or support events that enhance awareness of the Ort Library as a "vital place" on campus. Working in conjunction with the library staff and the various organizations with which the Ort Library collaborates, the Library Director continued to pursue opportunities to partner with other FSU departments/centers to promote the Ort Library's services and resources to the FSU faculty, students, staff and community in FY 2023.

- The Library continued to partner with the Office of Civic Engagement to celebrate Constitution Day on September 15, 2022. For FY 2023, we were very excited to bring back a favorite from the past as we welcomed Ben Franklin back to the Library for a talk and selfies with students and faculty. We also continued the long practicing activity of passing out pocket-size copies of the Constitution.
- The Library had planned to participate in FSU's annual Block Party on September 7, 2022 as it has in the past by staffing a table with volunteers and providing free informational materials and buttons, but the event was cancelled for FY 2023 due to inclement weather and not rescheduled.
- In October 2022, the Library hosted multiple events in partnership with different campus organizations:
  - The annual Banned Book Reading, co-sponsored by the English department's honor society, Sigma Tau Delta, was held in the Library on October 4, 2022. The Library hosted approximately 45 attendees for the event.
  - On October 8, 2022, the Library sponsored an Open House event for FSU's Homecoming Weekend. The event was held on Saturday morning and included a story hour reading for children. Alumni welcomed the opportunity to look at old year books, view displays of FSU's history compiled by Special Collections Librarian/Archivist Liza Zakharova, and partake of refreshments.
  - A reading by published poet Erin Murphy was held in the Library on October 20, 2022 in collaboration with the Center for Literary Arts. Approximately 20 attendees were present.
- Once again, the Library continued to collaborate with the Children's Literature Centre, the Lane University Center, and the Theatre Department to cosponsor and host the 8th Annual Harry Potter Book Night on February 4, 2023. For FY 2023, to ensure better crowd control and a more enjoyable experience, two identical sessions of the event were held - the first in late afternoon and the second early in the evening - and the number of children and adults were limited to 150 for each session. This event brings together FSU students, faculty and staff, various University departments, student groups, along with community residents and organizations from the surrounding area to provide a night of "literary magic" for both children and adults to enjoy.
- In March 2023, under the leadership of our new ALD for Outreach, Julie Porterfield, the Library again promoted its annual contest - March Book Madness to the Frostburg community, receiving numerous votes until the winning title was chosen.
- The Library hosted another reading in April 2023 in collaboration with the Center for Literary Arts:
  - On April 20, 2023, Steven Cowie read from his book: When Hell Came to Sharpsburg. Approximately 25 people from the community and campus were in attendance.

Tactic 3: Identify student groups and organizations to reach out to and partner with.

R&L Department:

Collaborative outreach with a community organization created a lasting and impactful relationship. Tail Waggin' Tutors, a local therapy dog organization worked closely with Molly Barra after a traumatic off-campus incident that affected many of our students in late Spring 2023. The relationship continues to benefit students, staff, faculty, handlers, and dogs with a semester visit during high-stress midterms. Students were heard saying, "I REALLY needed this!" and "Can we do this again soon?"

Tactic 4: Collaborate with faculty to facilitate access to Special Collection/Archives primary source materials for student learning and engagement.

SC/BA Department:

In Spring 2023, Liza Zakharova worked with Dr. Amy Armiento's 19th Century Literature class (Eng 376) to facilitate access to the Special Collections. Liza pulled a number of materials, including a list of 19th century literature producedby Amy from the Rare Book Room that included themes such as science and medicine, children's literature, women's rights and prisons. Liza also pulled resources from our archival collections which included photographic albums of local landmarks and buildings, Civil War hospital ledgers, and 19th century technological illustrations. The English 376 students came to the Special Collections as a class where they were introduced to the Reading Room rules and had to sign a User Services Agreement. Liza found that popular research topics were the World's Fair, hospitals, women's rights and children's literature. Students were instructed to have conversations with her on their chosen item and why it was placed in Special Collections. This project enabled hands-on experience with rare books and archival materials. Students usually enjoyed learning about primary sources as they incorporated our materials into their class project.

Liza also worked with Robin Wynder's Introduction to African American Studies class in Spring 2023 while they were working on their final projects. She brought the students into the Ort Center where she showed them materials related to black alumni, Pansye Atkinson and Brownsville. Liza then individually worked with students as they accessed these collections for their projects. The students were able to learn about Special Collections and relevant black history at FSU.

G. 8. AP. 4: Investigate feasibility in implementing a Digital Asset Management System (DAMS) to increase access to digitized collections within Special Collections/Archives.

SC/BA Department:

During FY 2023, Liza Zakharova, the Special Collections Librarian/Archivist researched several different DAMS with the goal of recommending a single one to implement for the following fiscal year. A digital asset management system would allow the library to catalog and display its digital and digitized collections. A DAMS particularly highlights photographic and audio visual collections. Liza identified the need for the library to implement a DAMS several years ago, and we determined this fiscal year was a good time to begin researching the various systems. There are many reasons a DAMS is a good investment for the library. The J. Glenn Beall Archives and the David M. Gillespie Special Collections have thousands of unique materials including artifacts, photographs, publications, rare books and audio visual materials. The large majority of these materials, except for the rare books, are not cataloged or available anywhere else in the world. Some of these unique materials had already been digitized over the years and were waiting to be published online, but there was no platform in which we could accomplish this. A DAMS would allow the Library to make our many unique collections available to researchers worldwide. It would allow alumni, historians and researchers to learn more about our collections and follow up with possible in-person research requests.

Liza's criteria included some of the following questions for analysis : Was this a proprietary or open source system? How easy would this system be to set up and use and what assistance will be given (or not) to its set up? Did an administrator need to have MARC knowledge to create records, or could they set up their own metadata templates? What kind of a user experience did this client offer? Did records look clean and modern? How did images and audio visual files display on the search results and within the records?

Liza looked primarily at three systems: Soutron, Preservica and CONTENTdm. She had several meetings with sales representatives from each company who answered her questionsand demonstrated the system for her. While Soutron was the smallest company that primarily worked with ILS and other library solutions, the DAMS examples they showed Liza were impressive and checked off all of her criteria. She was able to recommend the library purchase Soutron, which we did in May 2023.So far it has met my expectations and I look forward to sharing it publicly in FY 2024.

KOMS Department:

Virginia coordinated with the USMAI CLAS staff to create a .MRC file of the bibliographic and holdings records for the digital images in the Coal Mine Map Collection.She reviewed the contents of the file, using the free software MarcEdit, then sent the file to Liza Zakharova for inclusion in the new Digital Asset Management System, Soutron.

G. 9. AP. 1: Review documentation of Library initiatives that address Middle States' Recommendation # 14: The University must assess user satisfaction of library services beyond usage statistics supporting student learning.

The library was never asked to respond to this recommendation by the FSU administration for a report. Although significant documentation exists demonstrating several assessment activities the Library conducted between FY 2017 and FY 2023, this action priority was removed from the Library's strategic plan.

G. 9. AP. 2: Convene the Library Assessment Advisory Group to identify methods to assess the Library's impact on institutional retention efforts and student success.

Due to the vacancy in the position for Associate Library Director for Research, Learning, & Outreach that remained through Fall 2022, this action priority was postponed until the newly appointed ALD was hired in January 2023 and became fully acclimated to the Library. It will be reviewed again as an action priority for FY 2025, after the USMAI ILS migration is completed in FY 2024.

G. 9. AP. 3: Investigate areas of potential partnership with and support of co-curricular offices and programs that contribute to improved student academic success.

In the previous fiscal year, Molly Barra, the Library's Information Literacy Instruction Coordinator was appointed by the Library Director to serve on the FSU Student Success Committee, a co-curricular, standing administrative advisory group under the auspices of the Faculty Senate. Molly proposed a new initiative in FY 2023 designed to facilitate first year students' access in the library to the textbooks used in their GEP courses. Her proposal earned the Library Director's endorsement and was forwarded to the Provost for consideration for funding as one of the President's FY 2023 Strategic Plan funding initiatives (see attached documentation). Although Molly's proposal has not been implemented due to recent decreases in the budget, it is still an initiative we hope to pursue.

The Library entered a partnership with the Athletics Department in Fall 2022 whereby we agreed to host formal study hall hours for the student athletes who need to satisfy NCAA Division 2 rules regarding the fulfillment of academic standards in order to compete. During meetings in July and August 2022, the Library Director met with Carrie Saunders, Assistant Athletic Director for Academic and Student Athlete Development to discuss guidelines and establish procedures for the study halls that are offered 5 days a week during Fall and Spring semesters. The study halls are located on the Library's 2nd Floor where students have access to computer equipment and thery are monitored by a GA from the Athletics Department. During mid-terms and the last half of the semester, the entire floor is often filled with student athletes studying individually or working together in groups. The program was so successful in FY 2023, that it is being repeated in FY 2024. Faculty teaching the students involved, as well as the Athletics Department have reported an improvement in the student athletes' GPAs.

G. 9. 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.

R&L Department:

Seán Henry administered the online faculty course Introduction to Open Education Resources (OER) offered in Canvas for its second full academic year during FY 23. The course assists FSU faculty in locating, evaluating, adopting, adapting, or creating Open Education Resources. The course supports the University in progressing toward the achievement of its 2023 Outcome (FSU Action Item 8) on integrating OERs into most FSU Courses. Enrollment in the course during FY 23 was small, but consistent, with three to five faculty members on the class roster both semesters.

The Introduction to Open Education Resources course was further developed in FY 23 and streamlined for a better learning experience based on student feedback. In addition to this Canvas course, a public-facing library guide for recommended OER resources and repositories was maintained and updated during FY 23 at https://libguides.frostburg.edu/OER.

G. 10. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

The results of this action priority are assessed according to the number and types of development activities attended or completed by the Library staff.

Tactic 1: Coordinate at least one development program/activity for fiscal year FY 2023 for all Library Staff.

During each calendar year, the Library Director schedules three half-day meetings or "retreats" for all library staff to attend: in January, at the end of May or beginning of June, and in August before the Fall Semester 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 2023, the professional development activities for all 3 meetings focused on providing transparency for all staff on specific issues related to the management of the Ort Library. The meetings conducted during FY 2023 were scheduled for August 17, 2022; January 18, 2023; and June 7, 2023. The August 17 meeting was held virtually due to the ongoing precautions related to COVID. The professional development component of that meeting was a detailed presentation by the Library Director on the Library's budgets -- operational and LIMS. The presentation included a discussion on how funds are allocated to specific budget costs such as personnel (contingent and student employees), operational costs (Xerox, OCLC, UPS, supplies, etc.), and collections/materials (print, electronic, continuations, etc.). The January 18, 2023 retreat was held in person and included two FSU visitors -- John Brewer from Facilities and Pamela Detrick from Chartwells to explain directly to staff the status of and resulting issues related to the construction of the new Education/Health Sciences building, the Library's HVAC system, and the pending implementation of a coffee bar on 3rd Floor. Also held in person, the June 7, 2023 retreat focused on reviewing the Library's FY 2023 accomplishments and drafting the new Strategic Plan for FY 2024. The Director also continued the monthly all-staff meetings to ensure that staff were kept informed about the multitude issues/projects affecting the Library, and to give them ample opportunities for asking questions and conducting group discussions.

Tactic 2: Support participation, to the extent feasible, of staff at University, USMAI, or other professional organizations' development events, including the use of Linkedin Learning resources.

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. When feasible, 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) Regional or Annual Conferences. For example, the USMAI consortium financially supported the group site license for all access services staff to virtually attend the Access Services in Librarians Conference held in November 2022. Several ASRS were registered and attended some sessions. Other usual forms of professional development activities that were pursued by individual library faculty and staff during the fiscal year included webinars and educational/training sessions such as: several FSU required webinars on cybersecurity and DEI education, programs offered by FSU's Office of Human Resources such as "Office Workspace Ergonomics," the FSU Spring Professional Development Conference, webinars offered by the Maryland State Retirement Plan (MSRP), the American Library Association Annual Conference in Chicago, IL (virtual attendance), ExLibris Alma Training "Getting to Know Alma."

G. 11. AP. 1. Tactics 1-3: Complete cross-training all Library staff for service desk coverage and/or increased knowledge in library operations and staff functions.

Amanda Bena, Head of Access Services & Resource Sharing (ASRS), determined in mid-FY 2023 that additional cross-training would be conducted only when necessary for staffing the Main Desk and released all staff not part of ASRS or Research & Learning from regularly scheduled Main Desk shifts following the conclusion that continuing to staff the Main Desk with library staff from other departments ultimately created other issues and became more of a burden on ASRS staff rather than providing relief as initially intended. In light of this assessment, ASRS staff developed alternate desk coverage arrangements utilizing student employees and Research & Learning librarians.

G. 11. AP. 2: Create a roadmap detailing our vision for the Library 5 to 10 years.

This action priority was postponed until the newly appointed Associate Library Director for Research, Learning, & Outreach was hired and fully acclimated to the Library, and the USMAI ILS migration is complete. The Library staff will reconsider this activity for FY 2025.

G. 11. AP. 3: Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

Due to several personnel changes in Library staff in FY 2023, the Library Director and associated department supervisors assessed the library's current organizational structure and specific staff job responsibilities repeatedly throughout the year as part of the process to complete and submit for the Provost's approval the required documentation requesting to fill resulting vacancies. In July 2022, Library staff members were actively involved in two searches, a national search to fill the vacancy in the Associate Library Director for Research, Learning, & Outreach position that was created when Amanda VerMeulen accepted a job at another institution, and the Interlibrary Loan Library Services Specialist position that became open when Kathy Showalter retired in June 2022. The ALD for R,L,&O position was filled when Julie Porterfield joined the staff in January 2023. Molly Nelson, an Evening Library Services Supervisor was hired to fill the Interlibrary Loan position and assumed her new responsibilities in September 2022. Molly's move to ILL created another vacancy in Access Services & Resources Sharing (ASRS), this time in the Evening Supervisor position. Having received approval from the Provost to fill the Evening Supervisor position, the search for Molly's replacement began while Library staff were involved in another search in Fall 2022 to hire a replacement for Emily Zumbrun who accepted a library faculty position elsewhere and left a vacancy in the Acquisitions, Continuing Resources and eResources Management (ACRERM) Department's Library Services Specialist position. The search for Emily's replacement commenced in August 2022 and was completed in December 2022 when Cassie Mulder joined the staff. Also hired in Fall 2022, was Andrew Haberkorn who filled a part-time contingent position newly created in the Digital Lab using funds from the Library's Beall Archives' and Friends of George Meyers' endowments. As the Library's Digital Lab Assistant, Andrew reported to Liza Zakharova, the Special Collections Librarian/Archivist. Andrew left the Library at the end of his 6-month contract in December 2022 and the position remained unfilled for the rest of FY 2023.

In November 2022, Jonny Skelley, the Library's former part-time weekend Library Services Technician began his new job as the Evening Library Services Supervisor. Although the Library Director and head of the ASRS department, Amanda Bena submitted the necessary paperwork requesting permission to fill the part-time weekend position in November 2022, the request was never approved by the Provost and the Library ultimately lost the position in the FY 2024 budget cuts. In order to keep the Library open on Saturdays,

Jonny worked over time and ARSR student employees assisted in providing coverage. On a positive note, Amanda Bena, Head of ASRS, successfully facilitated the process of having Charles Courtney reclassified from a Library Services Specialist to a Library Services Supervisor position following a thorough review of departmental needs and position responsibilities.

A formal environmental scan of the entire organization and reporting structure was postponed as a result of the vacancy in the Associate Library Director for Research, Learning, & Outreach position. Also, there is evidence that the new USMAI shared ILS may impact existing workflows and procedures resulting in changes in specific assigned job responsibilities.

How have the results impacted 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?:

Before identifying the impact of the results for specific goals, there were two variables that had significant impact on the Library's operations and the amount of progress we were able to make on our action priorities throughout FY 2023. Those factors were: the level of staff involvement in the data cleanup and training required for the preparation of the USMAI's migration of its current shared integrated library system to a new, cloud-based system and the number of vacancies in critical faculty and staff positions that hampered our work throughout the first half of FY 2023, including January 2023.

PREPARATION FOR MIGRATION OF USMAI SHARED INTEGRATED LIBRARY SYSTEM:

As demonstrated by a review of Goals 1 and 2 of the Library's Strategic Plan for FY 2023, both goals and the numerous action priorities associated with them focus specifically on the various tasks necessary to complete as we prepare our records, data, policies, and configurations for their migration, along with those of the 16 other participating libraries/institutions in the USMAI to a new shared integrated library system (ILS.) In preparation for the migration of the Library's database consisting of hundreds of thousands of records representing its bibliographic holdings, Ort staff completed several projects during FY 2023 to correct or improve the data found in the current system (ExLibris' Aleph). For each data clean-up project, staff members reviewed the data in the bibliographic item and holdings records for each of the problematic titles. From this review, they determined what actions, if any, were needed to correct the information in the database. For the invalid code combinations project and the project to separate the formats of periodical titles on the appropriate bibliographic records, the staff members also checked the actual resources for additional information in order to resolve any problems.

Started in FY 2022 due to the magnitude of the project, the entire library staff continued to work in FY 2023 on the superholdings clean-up project to remove as many of the Superholdings records from Aleph as possible by: 1) transcribing the acquisitions information (cost and received date) from these records to the appropriate item record, 2) rewriting the donation information found in these records to the appropriate item record or to the appropriate MARC (Machine Readable Cataloging) standards field, or 3) reviewing the information that is not acquisitions or donation information to determining whether the information should be transferred to the item or holdings record, retained in the Superholdings record or deleted. The approximate number of superholdings records that were reviewed during the two-year span of the project and completed in Fall 2023 was over 150,000.

The migration of the entire USMAI ILS is coordinated under the leadership of the Consortial Library Applications Support (CLAS) team at the University of Maryland, but much of the work is being conducted by the staff at the 17 participating members of the consortium. Almost every member of the Ort Library's staff is spending the majority of their work time on decision-making, data clean-up, and training in preparation for the move. As a result, many of the other projects or ongoing initiatives identified in the Library's FY 2023 Strategic Plan have been postponed in anticipation of completing each phase of the process. With an ambitious timeline of completing the migration and going live on May 23, 2024, focusing on deadlines and scheduling time to complete work is critical and will determine the focus of attention for the Ort Library staff for FY 2024 as well.

NUMEROUS STAFFING CHANGES DURING FY 2023

Throughout FY 2023, several of the Library's departments were impacted by an unusual number of staff vacancies the occurred primarily in the Fall, but the residual effect of the search process and onboarding new staff in the Spring also hampered our ability to complete several action priorities that were assigned to specific vacant positions. Of specific concern was the length of time to fill the leadership position of the Associate Library Director for Research, Learning, & Outreach that became vacant at the end of June 2022. The person in this position oversees the Research & Learning Division and provides direction to the team of research and learning library faculty. While this position remained vacant, most of the public-facing goals (Goals 2, 3, and 4) and the action priorities assigned to the R&L Division were put on hold.

In July 2022, Library staff members were actively involved in two searches, a national search to fill the vacancy in the Associate Library Director for Research, Learning, & Outreach position that was created when Amanda VerMeulen accepted a job at another institution, and the Interlibrary Loan Library Services Specialist position that became open when Kathy Showalter retired in June 2022. The ALD for R,L,&O position was filled when Julie Porterfield joined the staff in January 2023. Molly Nelson, an Evening Library Services Supervisor was hired to fill the Interlibrary Loan position and assumed her new responsibilities in September 2022. Molly's move to ILL created another vacancy in Access Services & Resources Sharing (ASRS), this time in the Evening Supervisor position. Having received approval from the Provost to fill the Evening Supervisor position, the search for Molly's replacement began while Library staff were involved in another search in Fall 2022 to hire a replacement for Emily Zumbrun who accepted a library faculty position elsewhere and left a vacancy in the Acquisitions, Continuing Resources and eResources Management (ACRERM) Department's Library Services Specialist position. The search for Emily's replacement commenced in August 2022 and was completed in December 2022 when Cassie Mulder joined the staff. Also hired in Fall 2022, was Andrew Haberkorn who filled a part-time contingent position newly created in the Digital Lab using funds from the Library's Beall Archives' and Friends of George Meyers' endowments. As the Library's Digital Lab Assistant, Andrew reported to Liza Zakharova, the Special Collections Librarian/Archivist. Andrew left the Library at the end of his 6-month contract in December 2022 and the position remained unfilled for the rest of FY 2023.

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How have the results impacted operations (if at all):

The impact of Goals 1 and 2 and the associated action priorities has already been addressed in the introduction to this section. The results from these two goals and the vacancies that occurred in FY 2023 also impacted the Library's staff's ability to make progress on Goals 3 and 4, both of which have been pushed to FY 2024.

All of the activities described in the results for G. 5. AP. 2 related to the deselection project 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. 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 migration of our holdings records to the new USMAI ILS. The sooner we can withdraw these resources from our collection and their records from our database prior to the migration, the less clean up work to anticipate later on.

The Library staff's ongoing participation and support of USMAI initiatives always has a significant impact on the Library's operations (G. 7. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strategic initiatives.) Since the creation of the USMAI Consortium of Libraries, the Ort Library and FSU have benefited tremendously from the shared resources of the 17 academic libraries, such as our shared integrated library system and discovery tool OneSearch, the consortium-wide site licenses for databases such as *Academic Search Premier/Ultimate*, *Dissertations & Theses Global*, *Business Source Premier/Complete*, and *Historical Newspapers*, to mention a few, and the shared IT support provided by the USMAI CLAS team located at UM Libraries in College Park. In FY 2023, our participation in the EAST Shared Retention Program and MD-SOAR has provided us with increased access to print and online resources and further enhances our ability to maintain a digital institutional repository.

One of the goals that the Library made very impactful progress on was Goal 8: "Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni, and local community"; particularly Action Priorities 2: "Promote via social media and other means Library services, resources, and archival collections" and 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." Throughout FY 2023, 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. Also a part of Goal 8 that had a significant impact on the Library's operations in FY 2023 was the successful licensing of a Digital Asset Management System (DAMS) with Soutron Global, Inc. under the direction of our Special Collections Librarian/Archivist. The use of a DAMS to preserve our thousands of digital assets and make them available to the public has been a major advancement in our digitization project.

The Library and many of its collaborating partners were successful in providing opportunities for in-person cultural and educational enrichment during FY 2023. For example, the Library once again partnered with the Office of Civic Engagement to fulfill FSU's obligatory celebration of the signing of the U. S. Constitution by hosting Constitution Day on September 15, 2022. In October 2022, the Library hosted multiple events in partnership with different campus organizations: the annual Banned Book Reading, co-sponsored by the Sigma Tau Delta honor society, a reading by poet Erin Murphy in collaboration with the Center for Literary Arts. Other events in spring 2023 included the annual competition, March Book Madness, and a reading by a regional author Steven Cowell, also cosponsored with the Center for Literary Arts in April.

1) What is the focus for the upcoming year's plan:

As described above in the section related to the impact on Library operations, the primary focus for the upcoming year will be to continue with the processes involved in migrating the USMAI ILS, including the Library's hundreds of thousands of records, to a new system platform, as outlined on the Library's FY 2024 Strategic Plan (attached under documentation). This project will continue to require the majority of the work time of most of the Library staff as they continue to process data clean-up, configure local settings to parameters, test the data as it is transferred, and train staff and the public on the new interface. As we discovered in FY 2023, the phases involved in this major initiative will supersede any other priority until the migration is complete, and even after that.

Since this annual report has been written since the start of the FY 2024, it would be remiss to not mention the impact that the significant budget cut that was implemented in August 2023 to the Library's budget and Academic Affairs in general will have on the Library's operations throughout the fiscal year and beyond. Following a thorough review of the Library's operations and LIMS budgets in August to identify immediate reductions, the Library will be focusing on repairing the damage and attempt to move forward with supporting the Library's services to the campus community and its mission. This will not be an easy task, particularly since the loss of personnel has required the Library Director to make drastic cuts to the library's hours of operation.

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

G. 1: Prepare for the implementation of the new integrated library system (ILS) which is expected to replace the current system, ExLibris Aleph, in 2024. (Aligns with University Goal # 4).

No additional resources are allocated in order to complete the AP's associated with this goal other than a redistribution of the hours of time devoted by the Library's staff to fulfill the tasks assigned by the USMAI Migration leadership team, and to serve on the numerous committees responsible for the completion of this initiative as FSU's representatives.

G. 2: Complete preparation for and implement the new integrated library system. (Aligns with University Goal # 4).

No additional resources are allocated in order to complete the AP's associated with this goal other than a redistribution of the hours of time devoted by the Library's staff to fulfill the tasks assigned by the USMAI Migration leadership team, and to serve on the numerous committees responsible for the completion of this initiative as FSU's representatives.

G. 3: Execute components of the information literacy program plan that focuses on student success and assess students at all levels of information literacy understanding. (Aligns with University Goal # 1).

The Coordinator for our Information Literacy Instruction Program is collaborating with the faculty teaching ENGL 101 in FY 2024 to become embedded in the Spring sections so the Research & Learning library faculty can provide direct and ongoing support to the students enrolled in those sections. This program will require a redistribution of priorities for the library faculty to take on this additional service.

G. 4: Improve online, asynchronous options for library and information literacy instruction, and research and reference help. (Aligns with University Goals # 1 & 2).

No additional resources are allocated to complete this goal because we have decided to put this on hold while the R&L faculty are involved in training for and testing the public interface to the new ILS.

G. 5: 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).

Library personnel resources are 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. Phases 8 & 9 of the ongoing deselection project will be completed in FY 2024, and no new phases will be started until after the ILS has been migrated to the new system.

G. 6: Create an environment that is welcoming, inclusive, respects diversity, and contributes to the cultural competence of our students. (Aligns with University Goal # 2).

Funds from the FY 2023 Library's operating budget were allocated to support the purchase of monographs and audiovisuals related to the African American Studies program, the Women's Studies program, and the International Studies program. The other resources allocated to complete the AP's associated with this goal were the hours of time devoted by the Library's staff to create the displays celebrating Black History Month and Women's History Month. Also, the AP's associated with this goal have been reviewed and revised for FY 2024. However, due to the amount of staff time devoted to the ILS Migration, focus on this goal will rollover to FY 2025.

G. 7: Support FSU, USMAI, and other local, state, regional or national library initiatives applicable to the Ort Library's mission. (Aligns with University Goal # 3).

No additional resources were allocated in order to complete the AP's associated with this goal other than hours of time devoted by the Library's faculty and staff to meet their committee obligations.

G. 8: Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and local community. (Aligns with University Goal # 3).

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. 9: Participate in University initiatives that support institutional efficiencies and effectiveness, including sustainable assessment. (Aligns with University Goal # 4).

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 and staff in addition to their other regular work responsibilities.

G. 10: Promote a commitment to the ongoing development and/or continuing education of all Library staff. (Aligns with University Goal # 4).

Due to the lack of funds in the Library's operations budget to compensate for travel or professional development, no additional resources were allocated to support this goal and accompanying AP's other than the time devoted by the Library's faculty and staff to complete these requirements that are addressed in their annual evaluations.

G. 11: Evaluate Library processes and workflows to facilitate better effectiveness in staffing, services, and building use. (Aligns with University Goal # 4).

Due to the number of staff vacancies that occurred during FY 2023, some work responsibilities were reassigned to available staff to ensure continuation of services and operations with job searches were conducted. Staff assumed these additional responsibilities without compensation and completed them in addition to their other job functions. In addition, the Library lost a position in FY 2023 that was not approved by the Provost due to budget concerns.

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

Information, including the Library's annual report and strategic plan, 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 plan is uploaded to the Library's P-drive, TEAMS folder, and/or SharePoint, and a link is emailed to the staff. The report is disseminated as a PDF for archival purposes and as a WORD document so staff can make comments or provide updates;
- Copies of strategic planning documents, proposals for new services, and other topics requiring staff discussion are provided in advance of the monthly Librarians' Meetings held on the 2nd Tuesday of each month, monthly All-Staff Meetings held on the 4th Thursday of each month, and the three all-staff meetings (in-house retreats) held during the year;
- The Library's strategic plan is sent out to 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.

Evidence, artifacts, and or back up documentation:

Attached Files

- Ort Library's Strategic Plan for FY 2023 and Beyond Final.pdf
- Ort Library's Strategic Plan for FY 2024 Final rev. 07112023.pdf
- 220930 Strategic Goals September Report.docx
- Ort Library's Strategic Planning Request fy2023 Academic Affairs.pdf

Region Math and Science Center

2022 Upward Bound Math/Science Annual 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: 10/01/2021

Providing Department: Region Math and Science Center

End: 09/30/2022

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

What were the results?:

67 participants served. 69% 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.

70% of participants served during the project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

19% 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 online learning, many of our schools did not offer state assessments for students to take.

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

80% 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.

73% 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)*

47% of RMSC college graduates have earned degrees in Mathematics or Science field.

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
FSU_UBMS_Narrative_Final_5_31-1.pdf

FSU-UBMS CPP 1-3_Final_5_30-1.pdf
P047M220182_Notification Letter-1.pdf
Frostburg State Univ GAN P047M220182.pdf

2023 Upward Bound Math/Science Annual 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. 85% 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. 45% of UBMS seniors served during the project year, will have achieved at the proficient level on state assessments in reading/language arts and math.
4. 90% 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 UBMS 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. 75% of current and prior UBMS 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. 60% 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)*

Start: 10/01/2022

Providing Department: Region Math and Science Center

End: 09/30/2023

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 UBMS applications, brochures and newsletters that highlight program activities and success.

2.1 Provide monthly Saturday programming, individual academic monitoring, coaching and/or tutoring, college visits, and field trips throughout the academic year.
2.2 Provide a challenging summer academic program which includes STEM research experiences and study skills development.

3.1 Provide test prep course during summer program and virtually courses throughout the academic year with focus on standardized tests: PARCC/SAT/ACT

4.1 Provide individualized academic monitoring and coaching/tutoring.
4.2 Provide monthly Saturday 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), 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 optional opportunity to recent graduates in summer bridge program allowing additional summer research experiences and academic classes, 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 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(PSE) 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

What were the results?:

1. 71 participants served. 69.0% meet both eligibility criteria. We currently have no students served from 1 of our targeted schools.
2. 91.8% of participants served during the project year had a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.
3. 92.31% of UBMS seniors served during the project year achieved at the proficient level on state assessments in reading/language arts and math.
4. 100% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.
5. 88.24% of all current and prior year UBMS participants who graduated from high school during the school year with a regular school diploma completed a rigorous secondary school program of study.
6. 64.71% (below 75% goal) of current and prior UBMS 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. Low senior participation impacted this objective.
7. 56.25% (below 60% goal) 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. Reductions in college going rates during the pandemic impacted this objective. Several students in the 2017 high school graduation cohort stopped attending college during the pandemic and either stopped or delayed their graduation.

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

The focus for the 2023-24 grant year will be continuing efforts described in our grant proposal to the U.S. Department of Education with extra efforts to increase student connectivity to increase our postsecondary education enrollment (PSE) and postsecondary completion (PSC) rates.

1. Senior group meetings (for current seniors and parents) where staff can assist in the college/financial aid process.
2. Follow up with graduates more closely to assist them in navigating post-secondary education.
3. Increasing our social media presence and monthly virtual newsletters to keep current students, parents, school contacts, community members, and alumni in more frequent contact with UBMS while providing information on financial aid, academic resources, scholarships, and STEM opportunities.
4. Maintain an academic year online CANVAS course providing access to a calendar of events, assignments, virtual programming, online modules (academic subjects, study skills, and college prep materials), and program guidelines so all students have instant access to UBMS materials.
5. Increase program presence and promotion in our target school by hosting virtual FAFSA workshops.
6. Daily motivational messaging will b promote program connectivity of current students and parents with staff and encourage more frequent program participation.
7. Frequent individual student contact with UBMS staff and semester success coach meetings with all current participants to keep current on students' needs.
8. Alumni will be asked to share their experiences with current students and provide mentorship.

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, signed off by the Director of Sponsored Programs and UBMS Director, and then included in this compliance assist/planning report.
2. The campus community, parents, and target school personnel are invited to the students' end-of-summer poster presentation, where students present their research findings and discuss their experiences.
3. Newsletters highlighting student and program successes are distributed to the campus community in the fall and spring.

Evidence, artifacts, and or back up documentation:

Attached Files

- FSU_UBMS_Narrative_Final_5_31-1.pdf
- P047M220182_2022-23_final.pdf
- APR Signatures 2223.pdf

Registrar

Registrar's Office Departmental Annual Report FY 2023

Specify your Division/Department Goals Priorities.:

Strategy: Improve Registrar's Office, student, staff, and faculty experience

Start: 07/01/2022

Providing Department: Registrar

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Explore creating a customization to process university withdrawals at the end of the term
Maintain and prioritize a "wish" list of processes and software that can foster improved user experience with the Office
Backdate paper transcripts
Implement curriculum maintenance software
Creating Change of Grades process
Review residency information on the website and revise as necessary
Re-energize the Intersession and Summer Advisory Group
Look for affordability solutions for Intersession and Summer students
AP credit evaluation
Implement platform to enhance advising
Research upgrading to new Clearinghouse site
Plan implementation of document management
Develop process to simplify and load consortium agreement courses into PAWS
Submit a proposal to outsource all transcript services
Participate in Middle States Self-Study Process
Create a Kuali feed of course information to PAWS
Diploma solution
Quottly
Reorganization
New student registrations during continuing student block registration
Create FERPA Power point presentation with International Student Orientation
Create a directory spreadsheet of back record transcripts
Explore w/IT possibility of automatic process for update to consolidated stats for ATB/Consort. students

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

See attached Strategic Plan

What were the results?:

See attached Strategic Plan

How have the results impacted 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 not as thorough as we desired. The Registrar's Office will probably remain a reactive mode in the upcoming year. There are projects that require attention that may be extremely time and energy consuming, e.g. college realignment and transfer credit evaluations.

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: Attached Files
Strategic Plan 2022-23.docx

Upward Bound

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

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

1. Serve 89 students from the four target high schools in Allegany County during the grant project year. A minimum of 67% of the must be both low income and first generation. The remaining students must be either low income or first generation.
2. 2. 70% of participants served during the project year will have a cumulative GPA of 2.5 or better on a four-point scale at the end of the school year.

3. 50% 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. 90% 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. 50% 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: 07/01/2022

Providing Department: Upward Bound

End: 06/30/2023

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: MCAP/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

What were the results?:

1. 89 participants served 78% meet both eligibility criteria. recruitment continued to be hampered by the pandemic.

2. 84% 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. Program provide Chromebooks, hotspots, and other materials to assist students. TutorMe, an online tutoring service is also available to students.

3. 61% 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. 99% of project participants served during the project year continued in school for the next academic year, at the next grade level, or graduated from secondary school with a regular secondary school diploma.

5. 82% 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. The pandemic had an impact on this objective.

7. 50% 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 2017 cohort as per DOE instructions). The pandemic had an significant impact on this objective.

How have the results impacted 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 student s 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, important this year with new FAFSA.

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/Certifying Official 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 and Facebook page highlighting student and program successes is available throughout the year for the campus community and beyond.

4. Periodic meetings and emails with Associate Provost and /or Provost office .

Evidence, artifacts, and or back up documentation: Attached Files

UB Grant Narrative 2022-2027.doc

Academic Expectations of FSU Upward Bound students.docx

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2022

Providing Department: Upward Bound

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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

What were the results?:

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

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

Evidence, artifacts, and or back up documentation:

Athletics

Annual Report 2023

Specify your Division/Department Goals Priorities.:

Goal: Continue to upgrade athletic facilities: (FSU Goal IV alignment)

- Cordts PE Center
- Bobcat Arena
- Bobcat Stadium
- Bob Wells Field
- Team Locker Rooms
- Rugby Field
- Wrestling Room

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 Tracking
- Kickoff Banquets & Additional Events

Start: 07/01/2022

Providing Department: Athletics

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Action Priority 1: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

Action Priority 2: Add Women’s Rugby, Women’s Wrestling, and Men’s Wrestling

Action Priority 3: Out of State & Regional Tuition Waivers - Year 4

Action Priority 4: Kickoff Banquets

Action Priority 5: Grow Bobcat Pride Donor Club

Action Priority 6: Continue to upgrade athletic facilities – Renovate Dance Studio into a Wrestling Room

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms (Men’s Basketball)

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field to Regulation Size.

Action Priority 9: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

Action Priority 10: Continue to upgrade athletic facilities – Locker Rooms (Swimming)

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

Action Priority 1: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 2: Add Women’s Rugby, Women’s Wrestling, and Men’s Wrestling

- Measurement/Metric: Approval; Resources; Hire Coaches; Recruit inaugural class; Complete Facility Renovations

Action Priority 3: Out of State & Regional Tuition Waivers - Year 4

- Measurement/Metric: Dollars allocated; Dollars used; Revenue generated.

Action Priority 4: Kickoff Banquets

- Measurement/Metric: Number of Events; Attendance Numbers; Gifts Raised

Action Priority 5: Grow Bobcat Pride Donor Club

- Measurement/Metric: Number of members

Action Priority 6: Continue to upgrade athletic facilities – Renovate Dance Studio into a Wrestling Room

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms (Men’s Basketball)

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field to Regulation Size.

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 9: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

- Measurement/Metric: Completion; Dedication; Events

Action Priority 10: Continue to upgrade athletic facilities – Locker Rooms (Swimming)

- Measurement/Metric: Planning; Resources; Construction; Completion

What were the results?:

Action Priority 1: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

- Result: Project has been evaluated and considered as an option for the 1st project of the Regional Sports Complex. As of 12/2023, it has been determined that the resources available at this time do not support the scope of the this project.

Action Priority 2: Add Women's Rugby, Women's Wrestling, and Men's Wrestling

- Result: In 2023, we successfully hired Head Coaches for each sport and began recruiting. Below are the results that we have seen in FY24 from these efforts.

FY24 Working Numbers

	Sum of Tuition	Sum of Room	Sum of Board	Sum of Fees	Sum of Net Rev	Student Athletes
Women's Rugby	$373,454.00	$110,100.00	$93,446.24	$71,845.60	$648,845.84	27
Women's Wrestling	$111,372.00	$40,800.00	$39,058.00	$27,332.10	$218,562.10	9
Men's Wrestling	$245,387.00	$153,617.98	$140,336.00	$88,255.85	$627,596.83	30
					$1,495,004.77	66

	Sum of Net Rev	Control Budget Object 01-14	Net Rev After Expenses
Women's Rugby	$648,845.84	$179,101.00	$469,744.84
Women's Wrestling	$218,562.10	$188,624.00	$29,938.10
Men's Wrestling	$627,596.83	$147,263.00	$480,333.83
	$1,495,004.77	$514,988.00	$980,016.77

Action Priority 3: Out of State & Regional Tuition Waivers - Year 4

- Result:

- Regional Tuition Waiver: We have seen the number of regional student-athletes grow each year. 2019 – 51; 2020 – 53; 2021 – 65; 2022 – 52; 2023 – 63; 2024 – 73. Continue waiver implementation for NCAA DII year 6.
- 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; 2022 – 90; 2023 – 117; 2024 – 157. Continue waiver implementation for NCAA DII year 6.

2021-2022						
Scholarships						
Year	**Out of State Differential**	**Regional Differential**	**Tuition Scholarship**	**Board Scholarship**	**Room Scholarship**	**Total**
2021-2022	$289,927	$124,450	$347,122	$155,650	$549,030	$1,466,179
Revenue						
2021-2022	**Tuition**	**Fees**	**Room**	**Board**	**Total**	**Students**
In State	$3,181,436.60	$1,805,087.36	$1,319,732.54	$1,222,732.00	$7,528,988.50	487
Regional	$1,063,476.00	$250,848.97	$220,687.00	$190,250.00	$1,725,261.97	52
Out of State	$1,763,420.00	$359,812.28	$276,455.00	$228,479.00	$2,628,166.28	90
Total Revenue	$6,008,332.60	$2,415,748.61	$1,816,874.54	$1,641,461.00	$11,882,416.75	629
Scholarships	$761,499.00		$549,030.00	$155,650.00	$1,466,179.00	
Net Revenue	$5,246,833.60	$2,415,748.61	$1,267,844.54	$1,485,811.00	$10,416,237.75	
2022-2023						
Scholarships						
Year	**Out of State Differential**	**Regional Differential**	**Tuition Scholarship**	**Board Scholarship**	**Room Scholarship**	**Total**

2022-2023	$521,380.00	$151,979.00	$676,966.43	$118,283.00	$551,647.00	$2,020,255.43
Revenue						
2022-2023	**Tuition**	**Fees**	**Room**	**Board**	**Total**	**Students**
In State	$3,186,316.40	$1,221,717.00	$1,549,107.24	$1,279,000.28	$7,236,140.92	450
Regional	$2,460,086.00	$308,580.50	$432,830.93	$361,768.82	$3,563,266.25	63
Out of State	$933,020.00	$162,968.00	$194,026.16	$179,388.00	$1,469,402.16	117
Total Revenue	$6,579,422.40	$1,693,265.50	$2,175,964.33	$1,820,157.10	$12,268,809.33	630
Scholarships	$1,350,325.43	-	$551,647.00	$118,283.00	$2,020,255.43	
Net Revenue	$5,229,096.97	$1,693,265.50	$1,624,317.33	$1,701,874.10	$10,248,553.90	

2023-2024						
Scholarships						
Year	**Out of State Differential**	**Regional Differential**	**Tuition Scholarship**	**Board Scholarship**	**Room Scholarship**	**Total**
2023-2024	$830,122.22	$202,950.00	$733,119.00	$160,017.00	$718,378.00	$2,644,586.22
Revenue						
2023-2024	**Tuition**	**Fees**	**Room**	**Board**	**Total**	**Students**
In State	$3,466,841.00	$1,360,543.40	$1,608,498.85	$1,541,705.12	$7,977,588.37	498
Regional	$1,141,521.00	$198,293.75	$199,981.10	$208,072.00	$1,747,867.85	73
Out of State	$3,169,479.80	$421,632.60	$458,752.04	$468,023.16	$4,517,887.60	157
Total Revenue	$7,777,841.80	$1,980,469.75	$2,267,231.99	$2,217,800.28	$14,243,343.82	728
Scholarships	$1,766,191.22		$718,378.00	$160,017.00	$2,644,586.22	
Net Revenue	$6,011,650.58	$1,980,469.75	$1,548,853.99	$2,057,783.28	$11,598,757.60	

Action Priority 4: Kickoff Banquets

- Result:
  FY23 Athletic Events Summary

	Football	Baseball	Volleyball	Men's Lacrosse	Men's Soccer	Women's Soccer	Women's Lacrosse	Softball
Total registration income (before cc fees)	$2,400	$900	$540	$1,640	$820	$900	$1,100	$-
Total net registration income	$2,338	$878	$526	$1,595	$799	$875	$1,048	$-
Total # of PAID registrations	120	36	27	82	41	45	67	0
Total gift income (before cc fees)	$3,000	$970	$1,050	$1,980	$1,225	$1,175	$2,261	$-
Total net gift income	$2,923	$947	$1,024	$1,927	$1,194	$1,144	$1,448	$-
Silent Auction	$580	$-	$185	$600	$395	$-	$1,050	$975

Kick Off Banquet Total Revenue (Net Registration, Gift Income, Silent Auction)	$5,840	$1,824	$1,735	$4,122	$2,388	$2,020	$3,546	$975
FY 2023 Total								$22,450.88

Action Priority 5: Grow Bobcat Pride Donor Club

- Result: We have 981 members during the period of 7.1.2022 - 6.30.2023. This is an increase of 60 members from the previous reporting cycle.

Action Priority 6: Continue to upgrade athletic facilities – Renovate Dance Studio into a Wrestling Room

- Result: This project was completed in early September 2023. This area received new lighting, new doors, fresh paint, and wrestling mats. This facility is currently in use. The Dance Studio will be moved to Cordts 104. This project will be a 2023-24 initiative.

Action Priority 7: Continue to upgrade athletic facilities – Locker Rooms (Men's Basketball)

- Result: This project was completed in April of 2023. This space received new carpet, new wooden lockers, new white board, and new television.

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field to Regulation Size.

- Result: This project was complete May of 2023. The regulation size is recommended at 100m X 78m. FSU was able to renovate our field to 112m x 68m. In addition to the widening of the field, FSU installed an access road. We installed a Daktronics Scoreboard and new goal posts. Playing side received enhanced maintenance with regard to pest, fertilization, and seeding.

Action Priority 9: Continue to upgrade athletic facilities – Bobcat Stadium/Track Encapsulation

- Result: The $275,000 portion of this project that was to be fundraised has been completed. This project is paid in full and completed.

Action Priority 10: Continue to upgrade athletic facilities – Locker Rooms (Swimming)

- Result: This project was completed in September of 2022. Individual locker rooms were constructed out of existing space in the General Locker Room space. This space received new carpet, waterproof lockers, new white board, and new television and audio system.

How have the results impacted 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 Athletic Department has continued to increased growth and success on and off the field. We are expected record numbers of student-athletes for the 2023-24 Academic year. Improved facilities have continued enhance the student-athlete experience and are helping us attract better student-athletes. Athletics has continued to receive additional resources to support theses priorities.

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

The results of this year will be shared with the President. 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 2023 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: 07/01/2022

Providing Department: Auxiliary

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

AP#1 - Enhance dining services by using surveys and student feedback to pinpoint areas to improve. Improve at least 3 areas of dining service in fy2023. (Department Goal #1 and #2)

AP#2 - Prepare the food service RFP to be ready to go out to eMarylandMarketplace by fall 2023. The new RFP will replace the current food service contract that ends in May 2024. (Department Goal #1 and #2)

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

AP#1 - The use of surveys and meetings with students are the metrics used to assess effectiveness. The goal is to enact at least 3 new innovations or improvements in the dining service area.

AP#2 - The measurement of this goal is to stay on pace in fy2023 to have the food service RFP completed, proofed and ready to go out the door in fy2024. This process is extremely time consuming and a large task. It is the largest overall RFP FSU completes.

What were the results?:

AP#1 - The results were that over 3 new innovations or enhancements had been put into place in dining services. These include Chatback which is a service to students for immediate responses via text to the head chef for responses to questions, comments and feedback. Another initiative was in response to ethnic cuisine. Both Halal and Ramadan foods are available in the dining hall. In response to enhance the timing of services, Boost Mobile Ordering was initiated in fy2023 by Chartwells. In addition to these 3 items, Late-Night Grab and Go has been enhanced along with a new Grab and Go cooler in App Station including an on-site baker. Expanded after hours ordering in now available to the entire student body.

AP#2 - A small committee of 6 employees in the Administration & Finance division orchestrated the creation and completion of the food service RFP and in time to meet the October 2023 submission of the RFP to eMdMarketplace.

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

AP#1 - In the upcoming year, at least 3 new enhancements will be enacted. Due to the rebidding of the food service contract, additional enhancements and renewals are in the timeline for Chartwells.

AP#2 - The focus of fy2024 is to chose a committee of faculty, student and staff to evaluate the food service RFP and determine the most advantageous bidder.

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

All new enhancements have been announced in displays in the food service areas along with social media announcements.

The food service RFP was announced to the campus during the fall convocation. The food service committee met regularly and had regular communications.

Evidence, artifacts, and or back up documentation:

Attached Files

- AP#1 New Innovations.docx
- AP#1 Chartwells FSAC Fall 2020 - Spring 2023.pdf
- AP#1 Chartwells V2V Survey Fall22.pdf
- AP#2 Dining Services RFP# FSU-P24-01 (002).docx
- AP#2 Dining Services RFP# FSU-P24-01 (002).docx

Facilities

Facilities FY2023 Annual Report

Specify your Division/Department Goals Priorities.:

The Facilities Management Department plays a crucial role in ensuring that the University's facilities align with its Strategic Plan. Annually, the Facilities Management Team formulates objectives during the planning phase. A strategy is developed to optimize utilization of limited resources. This includes addressing maintenance issues, implementing significant renovations, and exploring new construction projects. The team identifies funding avenues and submits applications to the Board of Regents to secure financial support. Typically, project funding is sourced from various channels, such as auxiliary funds, facility renewal funds, bonds, and grants available through the capital budget. Below, are examples of projects undertaken in the fiscal year 2023 that align with Strategic Plan Theme 6 (Facilities and Resources) and Strategic Plan Goal IV (Align University Resources – Human, Fiscal, and Physical – With Strategic Priorities).

Start: 07/01/2022

Providing Department: Facilities

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Project #1 – Dunkle Hall / Fine Arts Energy Conservation Project provided economic and operational benefits by reducing the energy required for existing lighting and HVAC system components.
Project #2 – University Drive Street Light replacement project addresses health and safety by upgrading infrastructure with new streetlights that are brighter and more efficient than the lights that previously existed.
Project #3 – Multicultural Center Renovations promotes campus enhancement.

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

Project #1 – The effectiveness of the Dunkle Hall/ Fine Arts Energy Conservation project is assessed through various measures. Energy saving measures implemented include the installation of new boilers, replacement of variable frequency drives for major HVAC system fans, replacement of chilled water pumps, and mechanical control upgrades. The installation of measurement, control, and safety devices were included. The project also featured LED upgrades and the addition of a new emergency generator. The assessment includes metrics related to improved efficiency, reduced energy consumption, and enhanced safety measures.
Project #2 – The effectiveness of the University Drive Street Light replacement project is measured through several key metrics. The project involved the removal of aging light poles and their replacement with state-of-the-art decorative light poles equipped with LED light fixtures, new conduit, and wiring. Collaboration with Allegheny Power was integral to the successful completion of the project. Metrics include the reduction in energy consumption achieved by the LED fixtures, improved lighting quality, and the overall enhancement of safety along University Drive.
Project #3 – The effectiveness of the Interior renovations on the former Public Safety Building, now transformed into the Adams/Wyche Multicultural Center at Lincoln School, is evaluated based on its inclusive, and student-centered design. The Center, which houses the Office of Diversity, Equity, and Inclusion, serves as a meeting space for community and student organizations. Effectiveness is measured by the impact on campus inclusivity, historical significance, and the utilization of the space by various groups for community-building activities.

What were the results?:

Project #1 - Preliminary estimates suggest a 30% reduction in energy consumption as a result of the upgrades made to the HVAC components and LED lighting fixtures in Dunkle Hall / Fine Arts.
Project #2 – The results are a safer campus with better lighting and updated underground components.
Project #3 – Lincoln School renovations. Students, faculty and staff are excited about 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 an inclusive, student-centered environment for the Multicultural Center.

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:

Finance

Fiscal Year 2023 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: 07/01/2022

Providing Department: Finance

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Receive 12 out of 15 green indicators on the University of System financial indicator ratings. (Department Goal #2 and #3)

AP2 - Increase facility renewal expenses to reach/exceed the 2% replacement value of state buildings in FY2023 to reach the Board of Regent's original goal for institutions. (Department Goal #3)

AP3 - Implementation of Workday for the FSU human resources and financial ERP system - work together with 4 other USM schools to be more efficient and adopt best business practices - be ready to go live July 2024. (Department Goal #2 and #3)

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

AP1 - Compare the amount of green indicators on the University of System financial indicator ratings. (Department Goal #2 and #3)

AP2 - 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.

AP3 - Stay on schedule and meet deadlines provided by Workday consultants in order to go-live on July 1, 2024.

What were the results?:

AP1 - In FY2022 FSU, FSU received 12/15 green indicators on the USM rating sheet. In FY2023 FSU, received 6/13.

AP2 - Due to enrollments the operating budget for facility renewal in fy2023 was less, but Frostburg State University was fortunate to receive funding from the State of Maryland in the amount of $10M in fy2023 and also received funding from the USM System Office. Frostburg State University reached 5.4% in fy2023 for the facilities renewal goal. Please see the attached chart.

AP3 - As shown in the evidence below, FSU met some targets and had to catch up on others. Testing was done and done again until corrections were made and results were what was intended.

How have the results impacted 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 in FY2024 is to increase the indicators from 6/13 to 7/13. This is going to be a challenge due to declining enrollments.

AP2 - In fy2024, FSU, has allotted approximately $500,000 for facilities renewal. Also it's worth noting that FSU received an additional $10M in capital projects in fy2023 from the State of Maryland. In fy2024, FSU is still completing projects from this funding source.

AP3 - The focus of the upcoming year is to go live in July 2024. All 5 schools are full steam ahead and pushing to meet the go-live date. The USM System Office is funding the project and has continuously provided resources to make the project successful. This was an initiative of the Board of Regents to combine efforts to provide efficiencies for the five institutions.

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.

For the conversion to Workday, there was a change management team at FSU to relay the communications to the campus. There were town halls on campus to give everyone the opportunity to learn and watch demonstrations of the project,

Evidence, artifacts, and or back up documentation:

Attached Files

- AP#1 Financial Indicators.pdf
- AP#3 UAT - Example of Job Aids Final.pdf
- AP#2 - Facility Renewal.xlsx
- AP#3 FSU Town Hall.pptx
- AP#3 Example of Testing in Workday.docx

Financial Aid

Fiscal Year 2023 Financial Aid Report

Specify your Division/Department Goals Priorities.:

1) **Connect** students with various sources of financial aid through processes and procedures that allocate aid to student accounts from funding sources.

2) **Engage** with students and families through providing information on financial literacy, qualifying and applying for aid, understanding sources of financial aid, and navigating the billing/aid process before and after disbursement.

3) **Collaborate** with institutional stakeholders regarding adherence to qualification and disbursement guidelines from internal and external funding sources for grants, loans, scholarships, and private payments.

Start: 07/01/2022

Providing Department: Financial Aid

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1) 1.1) Award FSU Foundation funds efficiently as measured by percentage of funds awarded and total dollars awarded at monthly benchmarks while also factoring in any changes to total funds available and funds that cannot be awarded.

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

We used percentage of total foundation funds awarded and total dollars award at monthly benchmarks. These rates are captured by Janelle in the FSU Foundation to assure consistency.

What were the results?:

The percentages and dollars were all 6 year highs and the June percentage was only slightly less due to a bump in award funds available. Our dollars awarded were the highest in the last 6 years for June as well. We also awarded more dollars overall than any other year and our final percentage awarded was better than the previous two years.

How have the results impacted 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 knew going into the cycle that previous award cycles were slow to start due to being understaffed and having a new system. When I took over in February, we were hovering at around 82% awarded (22/23). I immediately appointed Sarah as a lead person on Foundation awarding and designated Mariah as her backup. I tasked them with giving us a push to the finish and getting the new aid year kicked off. As an office we had Josh and Mary also help the team with the initial push of awarding. The shift in resources allowed us to get close to 50% awarded (23/24) by May. This had not been done in any of the previous five years.

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

Upon arriving I sat down with the team and conveyed the concern of campus stakeholders to get more funds out and increase efficiency. We talked about the dollars that were still left to be awarded for current students and the need to do it prior to end of year. The team had to navigate delayed feedback from departments, system issues, and a backlog of reconciling. We also had to navigate a decrease in enrollment and some fluctuations of students dropping out. We pushed resources towards the effort and sacrificed in others to get off the ground.

Evidence, artifacts, and or back up documentation: Attached Files

Scholarship Awarding Timeline FY'19-FY'24.xlsx

Human Resources

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Goal 1. Partnership and Collaboration. Links to University Goal #4. The Office of Human Resources (OHR) will promote 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, promotes flexibility, embraces technology, and encourages professional growth and development.

Start: 07/01/2022

Providing Department: Human Resources

End: 06/30/2023

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.
- Consolidated Bargaining: Consolidated bargaining continued through FY 2023 with USM coalition of institutions - tentative agreements signed but have not completed the Memorandum of Understanding this fiscal year.
- Labor/Management Committee: Focus on developing a cooperative partnership with the unions to identify issues of concern and jointly procures solutions to mitigate grievances. Meet as needed.
- Committee Members: Continue to serve on various committees on campus to improve collaboration, 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 Recognition 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 regularly to plan event(s) and collaborate with other departments on campus.
- Employee of the Quarter Recognition: Continue to recognize and reward employees that have gone above and beyond their job description - exceptional performance. The committee will review the nominations quarterly and announce the selection to the campus community via email.
- 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, but are not limited to:
- Professional Development Conferences
- Professional Development Virtual Workshops
- Employee and Development Leadership Series (EDLS) 8th cohort - sessions start September through April
  - Steering Committee meets monthly
- Professional Development Steering Committee will meet monthly to develop, discuss, implement, and evaluate training and development opportunities for faculty and staff - spring and fall conferences
- USM Professional Development Trainings

OHR will offer tailored trainings will be offered to supervisors and employees based on the demands of the university, including but not limited to:

- Benefits Administration
  - FMLA
  - First Injury Reporting
  - MD State Retirement System
  - Wellness
  - Walk-in Hours
- Performance Management Process
- Position Descriptions (PIF)
- MOU
- Customer Service
- New Hire Orientation
- Recruitment - Search and Selection
- Utilize LinkedIn Learning platform
- Supervisor Training Program
- Supervisor Onboarding Training for New Hires
- Collaborate with MD State Retirement System, Wellness, IWIF, Benefits Fairs

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

3.1. Partnership and Collaboration

- HR Partners: Participation at monthly meetings average greater than 12
- Consolidated Bargaining: Signed tentative agreements, full MOU agreement
- Labor/Management Committee: Minimal issues and concerns, meetings 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 3
- Employee Appreciation Recognition: Number of attendees greater than 60; Cost per employee reduced or at no cost to the employee
- Employee of the Quarter: Recognition quarterly via nominations and committee review - award gift certificate

- Employee Development and Leadership Series (EDLS) - OHR collaboration with the College of Business; 8 or more cohort members
- Service Awards: Monthly recognition
- New Program FY 2023: Administrative Development and Professionals Training (ADAPT): OHR collaboration with the President's Office - 8 or more cohort members

3.2. Professional Development for Faculty and Staff

- Attendance at large events greater than 50 attendees
- Attendance at small events greater than 5 attendees
- Percentage of attendance greater than 40%
- Number of events held greater than 5
- Targeted audience - faculty and staff
- Satisfaction Survey - expect overall satisfaction rate of 60% or greater - quantitative
- Survey Response greater than 50%
- Survey questions to include attendee opinions/feelings - qualitative

What were the results?:

4.1. Partnership and Collaboration

- HR Partners:
  - Participation at monthly meetings averaged 11 employees. Meetings have been held both in-person and virtually for USMH on Teams. Served luncheon in recognition of Administrative Professionals Day to show our appreciation for their hard work and commitment to FSU.
  - OHR continues to share information and any changes in policies and procedures with the Academic Affairs Executive Admin Assistants so that all members have access to consistent information.
  - October 2022 Survey was disseminated to poll the administrative assistants on their preference for training topics, agenda topics, and meeting times.
  - Professional Development continues to be an agenda item.
- Consolidated Bargaining: Numerous tentative agreements, continue to negotiate articles to reach an agreement.
- Labor/Management Committee: Met on April 4, 2023 with 8 attendees. Resolved minor concerns immediately.
- OHR staff served/volunteered at: Commencement (Dec & May) - Graduation Ushers (Dec/May), Chair of Graduation Ushers (Dec/May), USM Women's Forum, Professional Development Conference
- OHR served on the following FSU committees:
  - 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
    - ADAPT Steering Committee
  - USM Committees and Work Groups
    - Data Analytics Work Group (DAWG)
    - Classification and Compensation Committee (CCC)
    - Labor and Employee Relations Work Group (LERW)
    - Consolidated Bargaining Group
    - System-wide Human Resources Committee (SHRC)
    - USM Benefit Coordinators Committee
    - USM Training Committee
    - Workday Groups
- Wellness Activities: On-campus events sponsored by the State of Maryland - Fidelity, TIAA. Monthly State of Maryland newsletter announcements/access via email.
- EDLS: Cohort #8 included 10 members who started in the program, with representation from 6 divisions.
  - Kickoff meeting was held on off site at Rocky Gap Casino Resort on September 7, 2022. Dr. Jeff McClellan kicked off the event and presented "An Introduction to Leadership and Positive Change".
  - Sessions held in-person FY23: 8
  - Graduation: May 3, 2023 evening with 6 cohort members and 4 steering committee members attending.
  - Surveys completed after each session and reviewed by the Steering Committee monthly.
  - Homework assignments given by presenters throughout the series.
  - Monthly mentor meetings held with mentees - provide guidance and share experiences.
  - Monthly Steering Committee meetings held to assess, change, enhance sessions as needed.
- Employee Appreciation Recognition - held on May 16 & 17, 2023 for the campus community.
  - President Nowaczyk provided full funding for the event.
  - Door prizes from Cocoa Cola Company-sponsored donations.
  - Other events included Kona Ice and luncheon at Chesapeake Dining Hall.
  - 222 employee registered for the employee recognition luncheon - no cost to the employee
  - 150 employees served Kona Ice - no cost to the employee
- Employee of the Quarter: Averaged 4 nominations per quarter.
- Service Awards: Total of 79 employees identified for years of service. Q1-16; Q2-9; Q3-41; Q4-13. A total of 110 employees selected gifts - 4 employees with 20 years of service; 25 employees with 25 years of service; 3 employees with 30 years of service; 1 employees with 35 years of service; 0 employee with 40 years of service.

- ADAPT: The new administrative professionals training program was implemented January 2023 with application submissions, resulting in accepting 8 cohort members. Graduation anticipated in December 2023.

4.2. <u>Professional Development for Faculty and Staff</u>

- AED Training (Foundation funding secured by L. Nightingale - 24 registered; 24 attended - 100% participation
- CPR/First Aid (Foundation funding secured by L. Nightingale) - 24 registered; 24 attended - 100% participation
- Open Enrollment Training for Retirees - 7 retirees in attendance
- Family Medical Leave Act Training
    - Sessions Offered: 2
    - Attendance: 23 Registered; 21 Attendees; 91.3% Participation.
    - Pre-Tests: 16
    - Post-Tests: 10
    - Targeted Audience: Supervisors and Deans
- Health and Safety
    - Sessions Offered: 1
    - Attendance: 4 Registered; 7 Attendees; 1.75% Participation
    - Targeted Audience: Faculty and Staff
- New Hire Orientation - 6 sessions
    - Attendance: 49 Registered; 49 Attendees; 100% Participation
    - Survey Participation:
        - New Hire Orientation Day Survey: Results attached.
            - 25 Employees responded: 100% Agreed they were provided with clear information regarding new hire orientation - location, links, times.
        - 30 Day Survey: Results attached.
            - 17 Employees responded: 100% Agreed their job was what they expected it to be.
        - 60 Day Survey: Results attached.
            - 11 Employees responded: 100% Agreed their job was what they expected it to be.
        - 90 Day Survey: Results attached.
            - 23 Employees responded - (95.65%) Agreed their job was what they expected; 1 employee (4.35%) Disagreed
- Optional Retirement Training - Fidelity
    - Sessions Offered: 6
    - Targeted Audience: Faculty and Staff
- Performance Management Training
    - Sessions Offered: 4
    - Attendance: 18 employees registered/15 Attended - 83% Participation
    - Targeted Audience: Department Chairs and Staff
- Progressive Discipline Training
    - Sessions Offered: 7
    - Attendance: 22 Registered/15 Attended - 68% Participation
    - Targeted Audience: Supervisors
- Fall Professional Development Conference - November 9, 2022 - November 10, 2022
    - Attendees - 54 employees; Anticipated 60; 90% Participation
    - Targeted Audience - Faculty and Staff
    - Survey Response: 69% - 37 Respondents
    - Overall Quality/Satisfaction/Met Expectations rate: 89.19% (59.46% Strongly Agree; 29.73 % Moderately Agree) 5.41% Neutral
- Spring Professional Development Conference - April 2023
    - Attendance: 50 Registered; 39 Attended; 78% Participation
    - Targeted Audience: Faculty and Staff
    - Survey Response: 78% - 39 Respondents
    - Overall Quality/Satisfaction/Met Expectations rate: 87.18% (56.41% Strongly Agree; 30.77 Moderately Agree, 2.56% Neutral)
- Recruitment/Search Committee Process Training
    - Sessions Offered: 4
    - Attendance: 36 attendees
    - Targeted Audience: Supervisors and Search Committee Members
- Successful Onboarding for Supervisors
    - Sessions Offered: 4
    - Survey - 5 responded that the knowledge and skills gained from the session would be useful in their jobs
    - Targeted Audience: Supervisors
- USM Professional Development Week - October 17, 2022 - October 21, 2022
    - Attendance: 29 FSU Employees attended out of 40 registered; 73% participation
    - Topics:
        - Speaking with Confidence: Step Up Your Game
        - We See You, We Hear You, We Value You!
        - Workplace Wellness Strategies for the Hybrid Workforce
        - Understanding and Estimating Health Care Costs
        - Pouring from A Full Jug, Self-Care Practices
        - Making you meeting, Events, and Projects Accessible for All
        - Goal Setting for Success: 8 Steps to Accomplish Your Professional Goals
        - Escaping the Cape
        - Emotionally Intelligent Supervision for Supervisors and Aspiring Supervisors
        - Redefining Stress
        - Conflict Yoda's: Professionals Empowering Others to Free Themselves of Conflict
        - Disability in Diversity, Equity, and Inclusion

        - Humor In the Workplace: How Authenticity Leads to Professional Success
    - Targeted Audience - Faculty and Staff
    - Survey Response: 67% USM employees attended are dedicated to elevating their professional knowledge, skills, and abilities.
- USM Performance Review Prep Mini Conference March 2, 2023
    - Attendance: 47 Registered; 18 Attended; 38% Participation Rate
    - Topics:
        - Building Trust
        - Giving Effective Feedback in Personal or Work Situations
        - Where Are You Going? Goal Setting for Personal and Professional Success
        - Working Through Mistakes
        - The Impact of Attitude on Work and Life
        - How to Receive Criticism and Make it Work for You
    - Overall Findings: USM employees are dedicated to elevating their professional knowledge, skills, and abilities
- Walk-In Wednesdays - Benefits
    - Sessions Offered: 17
    - Attendance: Average 6 employee visits/walk-ins
- Wellness Opportunities
    - Sessions Offered: Monthly webinars available through Employee Benefits
    - Monthly newsletter from Employee Benefits
- Workers' Compensation/First Report of Injury Training; Ergonomics
    - Sessions Offered: 2
    - Targeted Audience: Faculty and Staff
- Workplace Communication:
    - Sessions Offered: 1
    - Attendance: 18 registered; 18 participated; 100%
    - Targeted Audience: Student Affairs Division
- Nationwide representative on campus for scheduled appointments regarding Supplemental Retirement Plans
    - Sessions Offered: 4
    - Attendance: 6 attendees each session
    - Targeted Audience: Employees with Nationwide Supplemental Retirement Plan
- State Retirement Agency
    - Pre-retirement Seminar - 1 session with 55 attendees
    - Targeted audience - Members of the Teachers' or Employees' Pension System
- Financial Webinars w/TIAA
    - Sessions Offered: 4
    - Attendance: 8 to 10 employees
- Maryland Supplemental Retirement Plans
    - Webinars offered monthly during the fiscal 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?:

5.1. <u>Partnership and Collaboration</u>

- HR Partners: Continue to engage and collaborate virtually and in-person with Administrative Assistants in the colleges. Due to recent retirements, monthly meetings have provided opportunities to collaborate, learn, and implement processes in a more efficient manner, creating a positive impact for the departments.
- Consolidated Bargaining: Continue to bargain/negotiate in good faith to deter an impasse or go to fact finding.
- Labor/Management: Continue to identify issues of concern and discuss based on articles of the MOU. Two meetings were held during this time with issues discussed and resolved immediately.
- Committee Members: OHR will continue 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 from the State of MD.
- Employee Appreciation Recognition: Continue to seek funding sources to reduce/eliminate meal cost to employees, no funding is allocated for the recognition. Employees continue to donate to the Foundation Fund to sponsor the event. Continue to recognize the efforts of the employees by utilizing Coca Cola sponsorship and foundation contributions for giveaways. Event was held in the Chesapeake Dining Hall to provide a larger area to accommodate the number of attendees and offer space for social distancing - this was the best venue so far which provided a great opportunity for networking and catching up with colleagues across campus.
- EDLS: Sought and awarded grant from the FSU Foundation to continue the series due to no university funding/budget constraints.
- Nominations continue to stream in for Employee of the Quarter. Continue to seek nominations and recognize employees and fund a monetary gift given to chosen nominee. Changed nominations and recognition from monthly to quarterly recognition with Visa gift card possible through an employee donation.
- Service Awards: Continue to recognize employees quarterly. Employees with a greater number of years of services were able to choose a gift from the university bookstore catalog - 20-40 Years of service (5 year increments). Funding for the gifts is charged back to the divisions.
- **5.2. <u>Professional Development for Faculty and Staff</u>**

- Professional Development Conferences will continue to be scheduled in the spring and/or fall and will continue to apply for Foundation grants as no university funding has been allocated to professional development. Discussing workshops and half-day mini sessions to capture more attendance. If the USM continues to offer additional conferences throughout the year, the Committee will schedule on campus conferences accordingly. Surveys seek out attendees suggestions for improvement, topics they would like to see added for future trainings, and gauge their level of satisfaction based on feedback/opinions provided. Will share USM training opportunities with the campus community.
- Sought and awarded grant from FSU Foundation to fund/sponsor the Professional Development Conference for spring 2023. Will continue to apply for foundation grants to fund training and development opportunities as no funding has been allocated for professional development opportunities.
- New Supervisor Training program implemented in spring 2023 to enhance supervisors knowledge, skills, and abilities.
- Continue to work on the upcoming EDLS cohort - seeking nominations, updating session curriculum, and identifying funding needs. Applied/Received Foundation funding for Cohort #8.
- Continue to survey new hires (30, 60 days ,90 days) for the New Hire Orientation program to glean patterns/themes to help gauge how new employees feel about their new hire experience and what continues to motivate/demotivate them. Have held hybrid orientation days to improve

attendance and increase satisfaction.

- Recording/uploading trainings to add to the OHR webpage to create more engagement, additional learning opportunities, and accessibility at any time for the campus community.
- OHR will continue to provide various trainings throughout the fiscal year to ensure continuous learning opportunities for employees and supervisors to expand employee skill sets, increase skill and knowledge retention, generate new ideas and perspectives, boost morale and raise overall employee performance. With all OHR staff engaged in the Workday Implementation Project, trainings have been limited this fiscal year.

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 staff meetings. Status is updated on the Staff Project Status Tracker - attached for reference. Informal staff meetings are held as needed with a Weekly meeting held on Monday morning to update staff members. CHRO attends staff meetings with the Division Vice President and USM meetings to update OHR staff as appropriate.

Evidence, artifacts, and or back up documentation:

Attached Files

EDLS Schedule 2022-2023.docx
Employee Appreciation Attendance #s.docx
Fall PDC 22 - 2.jpg
Fall PDC 22 - 4.jpg
Fall PDC 22 - 3.jpg
Fall PDC 22 - 5.jpg
Fall PDC 22 - 6.jpg
Fall PDC 22 - 1.jpg
Fall PDC 22 - 10.jpg
Fall PDC 22 - 7.jpg
Fall PDC 22 - 12.jpg
Fall PDC 22 - 13.jpg
Fall PDC 22 - 11.jpg
Fall PDC 22 - 8.jpg
Fall PDC 22 - 9.jpg
HR Metrics (Budget) FY2023.xlsx
Final NHO Surveys 2022 Overview JAN 2023.pdf
New Hire Orientation Survey Results - Findings & Recommendations LH 9.16.22.pdf
Fall-2022-Professional-Development-Conference.pdf
Jan 2023 Superviosr Recruiting and Search Chair Training HK and CE.pdf
Fall 2022 PDC Schedule of Events.docx
RE Winter Wellness Numbers!.msg
Sign up sheet 2023 -All SUPERVISORS - New Recruiting & Search Committee Chair Training (1-34).xlsx
Training DD.xlsx
Spring-2023-Professional-Development-Conference Survey Results.pdf
2022 Fall PDC Results.html
Buddy List 1.1.23 to 6.30.23.xlsx
Bobcat Buddy Checklist.pdf
NHO 2023 HK & TS.pptx
Buddy Program Overview.pdf
Bobcat Buddy Program List 1.11.23 to 6.30.23.xlsx
AIEC Information-FY23.msg
EDLS Pictures-2.msg
EmployeeRecognition Evite.jpg
EDLS Application Packet.pdf
Image 1.jpeg
Image 4.jpeg
Image 2.jpeg
Image 8.jpeg
Image 6.jpeg
Image 5.jpeg
Image 10.jpeg
Image 3.jpeg
Image 9.jpeg
Image 7.jpeg
Kickoff Orientation Agenda 2022-2023.docx
EDLS Schedule 2022-2023.pdf
HR Partners Survey 10.31.22.pdf
HR Partners Minutes 4.26.23.docx
HR Partners Agenda 9.29.22.docx
HR Partners Agenda 4.26.23.docx
HR Partners Minutes 3.1.23.docx
HR Partners Minutes 10.27.22.docx
HR Partners Agenda 10.27.22.docx
HR Partners Minutes 9.29.22.docx
Jan 2023 Superviosr Recruiting and Search Chair Training HK and CE.pdf
Project Status Tracker 2023.docx
AEDTraining2023.docx
FMLA.docx
Ergonomics Email Invitation.docx
Fiscal 23 Events.docx
90 Day New-Hire Onboarding-Survey Results 2022-2023.pdf

60-Day-HR New-Hire Onboarding-Survey Results 2022-2023.pdf
30-Day-Onboarding-Survey Results 2022-2023.pdf
New-Hire Onboarding Results 2022-2023.pdf

Office of Information Technology

FY23 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: 07/01/2022

Providing Department: Office of Information Technology

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1. OIT participation in BAC budget planning process. (OIT Goal #1)
2. OIT-wide adoption of WorkStream work management software. (OIT Goal #2)
3. Contribute to the Maryland Connect Workday implementation. (OIT Goal #3)
4. Facilitate IT Security Training. (OIT Goal #5)
5. Training courses provided by Instructional Design & Technology. (OIT Goal #7)
6. Restructure ID Services and Tech Services departments. (OIT Goal #6)
7. Implement DUO Multi-factor authentication. (OIT Goal #5)
8. Host IT Tech Talks. (OIT Goal #8)

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

1. Measure availability of funds to direct to critical infrastructure and user experience projects.
2. Measure adoption of platform and subsequent effect on workload throughput and work item delivery.
3. Measure progress of implementation, ensure critical milestones have been reached.
4. Measure the participation in classes by faculty and staff.
5. Measure the classes developed and made available to faculty and staff.
6. Measure impact of restructuring (efficiency gains).

7. Measure impact on compromised user accounts.

8. Measure participation and attendance.

What were the results?:

1. OIT participated in the Budget Advisory Council (BAC) pilot while planning the FY24 budget.Using the revised model, we optimized operational expense requests through a review of the previous five years of expenditures for each recurring renewal.Further, we consolidated and shifted annual capital requests outside of the operational budget.Capital requests were ranked by priority.The top-priority project (residence hall wireless access point refresh) was funded as part of our FY24 appropriations.We were also able to maintain level funding for operational renewals, ensuring continued access to our portfolio of applications and services.

2. Following a subset of the department's migration to WorkStream in during FY22, the remaining OIT departments migrated throughout FY23. Mirroring prior adoption, positive feedback was expressed regarding ease of use, access to information, and navigability of the software. Work Item cataloging, Project/Workload Management, Agile Development, Time and Expense reporting, and Absence Management are now fully managed in WorkStream, which will allow us to terminate our TeamDynamix contract in FY25.

3. Eleven IT resources across IT Applications & Development, IT Infrastructure, and IT Security were actively engaged in the Workday implementation project during the reporting period.Through the conclusion of FY23, FSU remained on track in hitting implementation milestones related to the Conversion, Integration, Reporting, and Security work streams, having contributed a combined 1256.75 hours of effort toward the project.

4. IT Security offered three training courses (provided to all faculty and staff):

- 2022 Kevin Mitnick Security Awareness Training
- FERPA (Education)
- Ransomware Micro-module with Quiz

734 users completed the training, a 12.4% increase over prior year. 28 users who did not complete the training had their accounts disabled (these users were comprised of faculty who were no longer teaching and GA's who had graduated), a 10.7% reduction vs prior year.

Specialty training was also assigned to users in departments where applicable:
- OIT Department: Call Center & Help Desk Awareness
- OIT Department: Your Role as a Privileged User
- Select Users: Taking Security Home: Working Remotely
- Select Users: Business conduct Series: PCI DSS – Corporate Offices
- Select Users: HIPAA Compliance Module for End Users
- Select Users: Phishing Your Inbox (61 users who failed Phishing Assessment)

In October 2022 we also started sending a Phish of the Month newsletter to all faculty, staff, and students showcasing an actual phishing email sent to FSU that month explaining why it was a scam and including tips on how to protect themselves from similar attempts.

5. Instructional Design & Technology offered eighteen topics for professional development and training, each available to all faculty and staff (a 125% increase in topics over FY22):
- Canvas Basics
- Canvas Folio
- Canvas Gradebook
- Regular and Substantive Interaction
- Toolbox Ideas for RSI
- New Quizzes
- Cisco Webex Sessions
- MS Teams
- One Drive, Sway, Forms & Bookings
- Linked in Learning Curating
- Canvas Groups, Peer Review, & Collaborations
- Turnitin
- Respondus Lockdown Browser & Monitor
- Outlook Scheduling Tools
- Cisco Webex Office Hours
- Cisco Webex App
- Design Plus and Multi Tool
- VidGrid

Additionally, ID&T presented the following sessions:

- 2023 HR Professional Development Conference – Canvas Tips and Tricks
- Implementing the QM Rubric in the Design of your Courses
- Teaching Online Certification (TOC) Summer, Spring, Fall

6. Technology-focused functions of ID Services were rolled into the IT Tech Services department through the formation of the Field Technologies team. The new team provides leadership and support for a range of technologies deployed across the university, including: Point of Sale equipment, audio/visual equipment, electronic door locks, ID services equipment, and campus security cameras.

7. Through the deployment of DUO multi-factor authentication to all faculty and staff, we were able to reduce the number of compromised accounts by greater than 71% compared to the prior year.Highlighting the beneficial impact DUO made in our security, in 2022, there were 5486 phishing emails originating from frostburg.edu email addresses (15 false positives).In 2023, the count was reduced to 931 (17 false positive).

8. Despite monthly IT Tech Talk attendance being optional, we average 24 participants per session (accounting for approx. 72% of IT staff).

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

1. OIT will continue using BAC-endorsed processes or will continue the zero-based model in the absence of BAC guidance.

2. OIT will continue using the WorkStream platform and will offer use beyond the IT department for those who are interested.

3. OIT resources will continue project work through the successful go-live of Workday.

4. Broad participation in IT security training strengthens our overall security posture. By ensuring faculty and staff are aware of security threats and are skilled to adequately safeguard student data, the overall attack surface and data exposure risks are mitigated.

5. Our curated offering of training helps to equip faculty and staff with skills specific to the technologies available at FSU.We will continue to develop relevant content (especially content focused on artificial intelligence) as topics rise to the forefront.

6. OIT will continue to expand support and expertise in the array of field technologies. Our field technology team will work with door access and security camera subject matter experts from Facilities and University Police to supplement our existing knowledge on these technologies.

7. Based on the positive security impact DUO has made among our faculty and staff users, we will move forward with efforts to deploy DUO to our student population.

8. Based on better-than-expected participation amongst OIT staff, we will continue the IT Tech Talk series in FY23.

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

The results were shared throughout the year at the Office of Information Technology leadership meetings, OIT all-hands meetings, IT Process Working Group meetings, and with the VP of Administration and Finance.

Evidence, artifacts, and or back up documentation:

University Police

CY 2022 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: 01/01/2022

Providing Department: University Police

End: 12/31/2022

Specify your Division/Department Actions Priorities/Plans.:

AP1 - Provide Live Scan fingerprinting services to the campus community and extend the service to include non-FSU affiliated community members to foster good community relations. (Department Goal #2)

AP2 - Support a positive relationship between allied law enforcement and FSUPD and FPD. By hosting contemporary active shooter and related training on campus for interested allied officers. Support FPD by responding and assisting them on calls when necessary.(Department Goal 2)

AP3 - Routinely review the campus wide video as a resource to help solve thefts. (Department Goal #1)

AP4 – Provide FSUPD personnel with training in Gracie Defensive tactics (Department Goal 1&2)

AP5 – In cooperation with the General Counsel continue to implement FSU's Enterprise Risk Management Program. (Department Goal 1&2)

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

AP#1 FSUPD provides fingerprinting services from 8 AM, to Noon on average one day per week. Effectiveness is assessed based on demand for the services. How many fingerprints were obtained?

AP#2 How many officers attended training? Track assist other agency calls. participate in community events.

AP#3 The theft closure rate is measured against the baseline 2016 theft closure rate of 27%.

AP#4 Officer feedback regarding the training, was the training utilized?

AP#5 Have risks been identified and quantified, has training been developed and implemented campus wide?

What were the results?:

AP1 - During CY2020 29 FSU faculty/staff members, 181 FSU students and 111 non-FSU affiliated community members were fingerprinted. Gross revenue of $12,845 was generated while providing a needed service to the campus community. (attachment #1)

AP#2 During CY 2022 FSUPD created an Active Shooter Response for LE Program. This program was created based of FLETC (Federal Law Enforcement Training Centers) Active Shooter Instructor's Program. In addition to FSUPD having a FLETC Certified Instructor, FSUPD had 3 additional officers complete instructor school through the Maryland Police and Correctional Training Commission during CY 2022. FSUPD trained its patrol division repeatedly in active shooter response throughout the year. In addition, all of Frostburg City Police's officers were trained. In total FSUPD trained nearly 50 officers from numerous allied jurisdictions. (attachment #3 & #7)

FSUPD strengthened their relationship with Frostburg City Police (FCPD) and other allied agencies through "Assist other Agency" calls for service. FSUPD responded to 283 assist other agency calls. Officers responded to serious calls such as shots fired, gunshot victims, domestic assaults and large disturbances. These types of calls demonstrate the importance of cross training with our partners. Responding to calls with other agencies is imperative in a rural setting with smaller police agencies having limited resources

FSUPD participated with allied agencies for a regional Shop with a Cop Program. This program is geared towards underprivileged children. The officer is able to spend one-on-one time with the child shopping the holidays. All the departments meet afterwards for a breakfast celebration with the children.

FSUPD participated in No Shave November with local allied agencies to help raise cancer awareness. Additionally, officers completed a month-long fund-raising event and presented the proceeds to a family with a child struggling with cancer.

AP#3 FSUPD investigated 10 theft incidents in CY 2022. Of those incidents, 20% were closed by reviewing surveillance footage with a total closure rate of 50%. It should be noted officers also closed a shooting incident, an armed robbery incident and five hit/run incidents by reviewing surveillance footage during CY 2022. (attachment #2)

AP#4 During CY 2022 two officers became certified Gracie Defensive Tactics Instructors. All of FSUPD patrol division have received at least one training, some as many as three separate trainings on Gracie Defensive Tactics. In addition to FSUPD, numerous allied agencies have attended these training sessions. During the CY 2022 at least one incident involving an individual identified as armed, dangerous and wanted was defused and officers were able to effect an arrest using Gracie Defensive Tactics. Officers used verbal commands and Gracie Defensive Tactics measures resulting in no injuries to the suspect or the officers. (attachment #3)

AP#5 FSUPD has worked in conjunction with the University's counsel to satisfy the requirement set by the University System of MD. Annual audit was completed in 12/2022. FSU has received feedback from the system, and have begun to implement next steps of the program. (attachment #4) ERM training program has been developed and is in the implementation stage. (Exhibit #8)

How have the results impacted 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 goals and action plans for University Police are continuing efforts. CY 2024 efforts will mirror and build upon the successes of CY2023. Work will continue to foster good community and allied agency relationships as well as efforts to continue to build on our ERM and EPP efforts.

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

Information was shared up and down the chain of command. Daily and weekly shift change meetings have been implemented to reinforce goals and priorities of the department. This has created new opportunities for members of the department to share information among shifts relative to on-going issues and concerns. Additionally, new ideas are shared with command staff increasing the flow of information both ways. Departmental assessments of training needs were shared by the union and an action plan to address issues was put into place by command. The department restructured the schedule and chain-of -command to better align with supervisor oversight and the performance evaluation process. Pertinent information is regularly shared with the VP for A&F, often verbally.

Training announcements were shared with our allied agency partners and the Patrol Lt. communicated with allied members to coordinate activities around community events.

Evidence, artifacts, and or back up documentation: Attached Files

- Exhibit#4 USM ERM Audit Report
- Exhibit #3 Training Certificates
- Exhibit #1 Fingerprinting Results
- Exhibit #2 Incidents
- Exhibit #5crime prev.pdf
- Exhibit #6 com.policing.pdf
- Exhibit #7Active Shooter Attendance 2022.docx
- Exhibit #8 ERM PowerPoint .pptx

CY 2023 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.
3. Remain active in community policing and crime prevention initiatives.
4. Maintain or increase our theft closure rate.

Start: 01/01/2023

Providing Department: University Police

End: 12/31/2023

Specify your Division/Department Actions Priorities/Plans.:

AP1 - During CY2023 32 FSU faculty/staff members, 195 FSU students and 60 non-FSU affiliated community members were fingerprinted. Gross revenue of $11,615.00 was generated while providing a needed service to the campus community.

AP1 - FSUPD provides fingerprinting services from 8AM till noon on average on Wednesday each week. Effectiveness is assessed based on demand for services as quantified by the number of fingerprints taken and the revenue generated.

AP2 - Develop in cooperation with the department of Communications and students a FSU specific response to active shooter video to be shared with the campus community.

AP3 - Track calls to assist other agency and participate in community events.

AP4 - Maintain or increase the theft closure rate as measured against the baseline 2016 theft closure rate of 27%

AP5 Actively stay connected with the community.

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

AP#1 FSUPD provides fingerprinting services to the campus community.

AP#2 Was the video produced and shared?

AP#3 The number of calls for service to assist allied agencies is tracked.

AP#4 The theft closure rate is measured against the baseline 2016 theft closure rate of 27%.

AP#5 FSU: The number of community policing and crime prevention initiatives are tracked.

What were the results?:

AP1 - During CY2023 32 FSU faculty/staff members, 195 FSU students and 60 non-FSU affiliated community members were fingerprinted. Gross revenue of $11,615.00 was generated while providing a needed service to the campus community. (attachment #1)

AP2 - The Active shooter video was produced.

AP3 - FSUPD responded to assist allied agencies 184 times in CY2023. These calls involved weapons complaints, disturbances, shootings, a kidnapping (FSUPD Corporal located the victim and arrested the suspect) and domestic violence incidents.

AP4 - The theft closure rate is measured against the baseline 2016 theft closure rate of 27%. For 2023 the theft closure rate for cases investigated by FSUPD was 50%.

AP#5 FSUPD was awarded the Governor's Crime Prevention Award for proactive measures within the community. Some of the efforts include: Community Coalition meetings, Active Shooter trainings for faculty, staff, FSU and K-12 students, Fish with a Cop, National Night Out, liaison with FSU Residence Life on crime prevention 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?:

1)The goals and action plans for University Police are continuing efforts. CY 2024 efforts will mirror and build upon the successes of CY2023. 2)Work will continue to foster good community and allied agency relationships as well as efforts to continue to build on our ERM and EPP efforts.

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

Information was shared up and down the chain of command. Daily and weekly shift change meetings have been implemented to reinforce goals and priorities of the department. This has created new opportunities for members of the department to share information among shifts relative to on-going issues and concerns. Additionally, new ideas are shared with command staff increasing the flow of information both ways. Departmental assessments of training needs were shared by the union and an action plan to address issues was put into place by command. Pertinent information is regularly shared with the VP for A&F, often verbally.

Training announcements were shared with our allied agency partners and the Patrol Lt. communicated with allied members to coordinate activities around community.

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Evidence, artifacts, and or back up documentation:

Attached Files

- Evidence AP3 & 4
- Crime Prevention and Community Policing Documentation.pdf AP-5
- GOCCP AWARD Submission of Crime Prevention Activities.pdf AP-5
- Assist Other Agency Documentation.pdf AP-3
- Active Shooter Training Rosters.pdf AP-5
- GOCCP.jpg AP-5
- Yearly Fingerprint Stats 01012023-12312023.docx AP-1

Cultural Events Series

CES 2022-2023 Annual Report

Specify your Division/Department Goals Priorities.:

CES provides opportunities for cultural, educational and economic engagement through its dedication to bringing diverse and multi-cultural performing artists to the tri-state region. Community members of all ages celebrate the arts through live performance, educational outreach, and experiential education.

Start: 07/01/2022

Providing Department: Cultural Events Series

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

CES Action Priority 1 CES will develop and implement a comprehensive performing arts series for FY 23 with an average attendance of 70% of venue capacity.

CES Action Priority 2 CES will develop and implement a variety of specialized programming experiences designed to market public performances and enhance campus and community partnerships.

CES Action Priority 3 CES will pursue and identify external funding in FY 23 through granting agencies, charitable foundations, private donations and programmatic collaborations with a target of $20,000 in private and/or corporate contributions.

CES Action Priority 4 CES will track how patrons learn about performances to use data to inform future marketing decisions.

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

What are the Measures/Metrics used to Assess Effectiveness?

CES Action Priority 1 CES will develop and implement a comprehensive performing arts series for FY 23 with an average attendance of 70% of venue capacity.

•Total attendance (adult, youth, FSU students)

•Number of international artists

•Number of programs presented

•Average ticket sale and attendance rate %

•Post event survey metrics and anecdotes

CES Action Priority 2 CES will develop and implement a variety of specialized programming experiences designed to market public performances and enhance campus and community partnerships.

- Number of FSU and community collaborations/partnerships
- # and % of FSU student attendance at programs
- Student employment impact

CES Action Priority 3 CES will pursue and identify external funding in FY 23 through granting agencies, charitable foundations, private donations and programmatic collaborations with a target of $20,000 in private and/or corporate contributions.

•Total dollars raised from ticket sales, grants, individual and corporate support

•# of patrons attending 3 or more performances a year

CES Action Priority 4 CES will track how patrons learn about performances to use data to inform future marketing decisions.

•Average open rate on email communications compared to previous years

•Average open rate on email surveys and completion average compared to previous years

•Social Media followers compared to previous years

•How patrons hear about our programming (brochure, email, Facebook, Instagram, friend, poster/flyer, CES website, radio, newspaper, another event (announcement/program ad))

•Tracking where patrons live that are purchasing tickets

•Tracking sales of each performance

What were the results?:

CES Action Priority 1 CES will develop and implement a comprehensive performing arts series for FY 23 with an average attendance of 70% of venue capacity.

From September 2022through May 2023, CES presented 26 programs, including nine public performances and 17 educational and complementary programs. Total attendance for all events was 2785.

PUBLIC PERFORMANCES

•Total performance attendance (adult, youth, FSU students): 1755

•Number of artists: 105 (18 international artists)

•Number of performances presented: 9

•Average ticket sales: 72.63%

•Average attendance rate: 72.12%

Appalachian Festival Capstone Concert: Karan Casey Trio

Family Weekend: TAKE3

Mariachi Herencia de México with Lupita Infante

Maryland Symphony Orchestra: Stravinsky, Mozart and von Weber

Christmas with the Annie Moses Band

Trick of the Light Theatre in *The Griegol* (two)

The Brubeck Brothers Quartet Celebrates Dave Brubeck's Centennial

Cirque Kalabanté *Afrique en Cirque*

CES fall performances included the Appalachian Festival Capstone Concert, featuring traditional folk music from Ireland's Karen Casey Trio; a Family Weekend presentation of strings ensemble TAKE3; a high-energy performance from Mariachi Herencia de México with Lupita Infante; a classical concert with the Maryland Symphony Orchestra featuring the music of Stravinsky, Mozart and von Weber; and a heartfelt holiday concert from the Annie Moses Band. Late winter and early spring events included two performances of "The Griegol" from New Zealand's Trick of the Light Theatre Company, a nostalgic tribute to an American jazz legend Dave Brubeck with the Brubeck Brothers Quartet; and the gravity-defying acrobats and gifted musicians of Guinea and Canada's Cirque Kalabanté.

COMMUNITY RESPONSE

Testimonials gathered from community members throughout the 2022-23 season provide an indication of our success in ensuring that the arts continue to be recognized as a vital element of the tri-state region's cultural identity.

It is important for our constituents to have a voice in our programming. Throughout the season, we solicited candid feedback via electronic surveys that were distributed after individual events.

- I enjoy everything that CES offers to the community. The diversity in the performances that are presented is what keeps me coming back. My family attends all the events with me because you have made them true believers in the quality of programming.
- I love the wide variety of programming you bring to the area. Many of the shows are art forms that we would not otherwise be able to see.
- We have been to other performances at the college and have enjoyed every one of them. Thank you for bringing this culture and enjoyment to our area.
- I have been a supporter of CES events at FSU for many years. I will continue to support the various events they bring to Frostburg.
- CES offers a wide variety of talent! Every year, there is always something for everyone!
- CES is a hidden gem. I try to attend different styles and performances because eve if it's something that you might not be into I know it going to be an excellent performance
- We have attended many CES presentations over the years, principally MD symphony and your culture month offerings. Basically you offer a fabulous opportunity for those of us who seek cultural experience in this culture-deprived area.
- You are our convenient lifeline to the arts. We live in Meyersdale, not a cultural hub.
- I am always encouraging people to come out to the performances even if it's something that they don't think is right for them because the acts that come are so professional and talented that you never know what you will encounter. And the prices make it affordable enough that it's worth the try
- More, please. Really. And cheers for a job well done
- I love having access to these events right in our "back yard".
- Some of the best entertainment around
- I love your programming. I look forward to your performances every year.
- This is the first time we've taken advantage of your university's programming. ... We're looking forward to receiving more info about the upcoming season. We were also very impressed by how clean and beautiful the campus is, everything so tidy and neat (we live in Keyser which is sadly...neither tidy nor neat. :( ) Everyone on staff was very helpful and upbeat. We hope you put on more unusual shows in the future.

NOTE: A complete list of evaluation data and responses is uploaded as an attachment.

CES Action Priority 2 CES will develop and implement a variety of specialized programming experiences designed to market public performances and enhance campus and community partnerships.

PARTNERSHIPS AND COMMUNITY CONNECTIONS

Partner organizations throughout the season included the the Frostburg Palace Theatre, the Allegany County After School Program, the FSU Appalachian Festival, the FSU Department of Theatre & Dance, the FSU Department of Music, the Maryland Symphony Orchestra, WFWM-FM, Chartwells, The Deep End pub, the FSU College of Liberal Arts and Sciences and FSU Student Activities.

EDUCATIONAL AND COMPLEMENTARY PROGRAMMING

- Total number of complementary events: 17
- Total complementary event attendance: 536
- 37.6% average FSU student attendance

Main Street Books Window Display: National Hispanic Heritage Month

Brains and Brews at The Deep End: The History and Impact of Latinos in the U.S.

CES Arts Beyond the Stage: Karan Casey Trio Workshop – Folk and Traditional Irish Singing Pedagogy

Offstage with WFWM: Karan Casey Trio

CES International Flavors: Latin American Heritage Month Teaching Kitchen

CES Arts Beyond the Stage: Mariachi Herencia de México Outdoor Pop-Up Concert

Offstage with WFWM: Mariachi Herencia de México with Lupita Infante

CES Arts Beyond the Stage: Maryland Symphony Orchestra Audition Lecture and Workshop

Main Street Books Window Display: Trick of the Light Theatre

Offstage with WFWM: Trick of the Light (two)

CES Arts Beyond the Stage: Brubeck Brothers Quartet Soundcheck Observation

Offstage with WFWM: Brubeck Brothers Quartet

CES Arts for School Children: Carnegie Science Center *Build It to Blast-Off* afterschool performance

CES International Flavors: West African Cuisine Community Dinner

CES Arts for School Children: Thoughts of a Colored Man schoolday performance

CES Arts Beyond the Stage: African Dance and Rhythms Workshop

Educational events targeted populations of all ages.
Two on-campus events were presented through our *Arts for School Children* program. Local middle school children attended an after-school presentation from the Carnegie Science Center in *Build It To Blast-Off*. Maryland, while high school students visited for a school-day performance of Keenan Scott III's *Thoughts of a Colored Man* presented by FSU Theatre and Dance Department students and guest artists.
Offstage Series with WFWM events moderated by WFWM station director Chuck Dicken involved insightful post-show discussions with the Karan Casey Trio, Mariachi Herencia de México with Lupita Infante, Trick of the Light Theatre and the Brubeck Brothers Quartet.
CES *Beyond the Stage* workshops and lectures included *Folk & Traditional Irish Singing Pedagogy* with the Karan Casey Trio, *Preparing for a Music Audition* with Maryland Symphony Orchestra's executive director and principal trombonist, *African Dance & Rhythms* with Cirque Kalabanté and *Prélude*, a pre-concert lecture with MSO Music Director Elizabeth Schulze.
Other events included an outdoor pop-up concert with Mariachi Herencia de México and soundcheck observation of the Brubeck Brothers Quartet for FSU music students. Two window displays inspired by engagements with Trick of the Light Theatre and Mariachi Herencia de México were installed at Frostburg's Main Street Books. A presentation about Hispanic culture at The Deep End pub as was offered as part of the College of Liberal Arts and Science *Brians & Brews* series. In addition, CES worked with FSU Student Activities in promoting a Family Weekend carnival.
A partnership with Chartwells Dining resulted in a new CES program, *International Flavors*, which explores the cuisines of other cultures. Events included a teaching kitchen focused on Latin American food traditions and a community dinner that featured dishes inspired by the cultures of West Africa.

EXPERIENTIAL EDUCATION IMPACT

- # of hours worked by FSU students- **949.15**
    - CES students- **365.70**
    - LUC Production Services (Tech, Box Office, Management) - **583.45**
- Average GPA of student workers- **3.106**

NOTE: The day to day management of the box office no longer falls under CES and has moved under LUC as one of the final pieces of the transition to RDE.

CES Action Priority 3 CES will pursue and identify external funding in FY 23 through granting agencies, charitable foundations, private donations and programmatic collaborations with a target of $20,000 in private and/or corporate contributions.

GRANTS
Maryland State Arts Council
MSAC Grants for Organizations —$37,180.29
Arts Relief General Operating Support (ARGOS) – $48,563.60
Mid Atlantic Arts Foundation
Mid Atlantic Performing Arts Global Exchange: Trick of the Light Theatre, The Griegol – $9900
Mid Atlantic Folk and Traditional Arts Community Projects: Mariachi Herencia de México and Lupita Infante – $7000
Mid Atlantic Jazz Touring Network: The Brubeck Brothers Quartet Celebrates Dave Brubeck's Centennial – $4000
Peter and Iris Halmos Community Fund/Community Trust Foundation
MSO Project – $3000
FSU Foundation
MSO Engagement – $2000
City of Frostburg Hotel/Motel Tax Fund
General operating support – $5000
PA Presenters Stipend (OAPN) Ohio Arts Professional Network Conference
Conference Attendance – $100
TOTAL GRANTS: $117,643.89
SPONSORS

Allegany Arts Council
Season Sponsorship – $10000
Thomas Automotive
The Annie Moses Band and Cirque Kalabanté sponsorship – $5000
TOTAL SPONSORSHIPS: $15,000
INDIVIDUAL DONATIONS: $13,815.20
TOTAL CONTRIBUTED REVENUE:$145,559.09
TICKET SALES: $40,572.20
PATRON RESEARCH FOR DONOR PROPOSITION
PATRONS ATTENDING 3+ EVENTS PER YEAR
2019-2023: 144 unique individuals
2022-2023: 31 individuals
2021-2022: 40 individuals
2019-2020: 98 individuals
PATRONS ATTENDING MSO 2+TIMES IN 2019-2023: 89 individuals (26 attend 3+ performances in a season)

CES Action Priority 4 CES will track how patrons learn about performances to use data to inform future marketing decisions.

PROMOTION

The season was promoted through multiple channels:

- CES annual full-color brochure mailing, which reaches a 16,000-member mailing list
- CES monthly email newsletter and individual event promotions sent to CES email subscriber list, which has a 9,000-member subscriber list
- CES and FSU websites
- Press releases and articles in area publications
- Listings in local and regional community calendars and websites, including the State of Maryland, Maryland State Arts Council, Allegany Arts Council, Allegany County Tourism and the FrostburgFirst Arts & Entertainment District
- Facebook and Instagram campaigns, including sponsored posts that reach tri-state residents who do not currently follow CES social media accounts
- Brochures, posters and flyers placed within local businesses, schools, libraries, doctors' offices and visitor centers
- Print advertisements
- Local radio announcements
- Special mailings to school districts, churches and school groups
- FSU Digital Signage

CONSTANT CONTACT DATA

- Average open rate on FY 23 email communications was 32% *(compared to FY 22 19.31%, FY 21 23.5%, FY 20 16.5%)*
- Average open rate on email surveys was 62% and completion average was 31% *(compared to FY 22 57% and 33%, FY 21 59.3% and 19.41%; FY 20 52.91% and 32%)*

FACEBOOK

	2022-2023	**2021-2022**
REACH	69.6K Arrow Up with solid fill 170.7%	25.7K Arrow Up with solid fill 100%
CONENT INTERACTIONS	3.3K Arrow Up with solid fill 3.3k%	97 Arrow Up with solid fill 100%
FOLLOWERS	2.6K	2.6K
LINK CLICKS	3.5K Arrow Up with solid fill 866.6%	359 Arrow Up with solid fill 100%
OVERALL	142 Arrow Up with solid fill 167.9%	53 Arrow Up with solid fill 100%
FOLLOWS	151 Arrow Up with solid fill 91.1%	79 Arrow Up with solid fill 100%
UNFOLLOWS	9 Arrow Down with solid fill 65.4%	26 Arrow Up with solid fill 100%
PAGE LIKES	2,453	

INSTAGRAM

	2022-2023	**2021-2022**

REACH	3.5K Arrow Up with solid fill 185.7%	1.2K Arrow Up with solid fill 100%
CONENT INTERACTIONS	0	0
FOLLOWERS	395	395
LINK CLICKS	0	0
FOLLOWS	3	--
UNFOLLOWS	2	--

TICKET BUYING TRENDS

Performance	Date 50% of total sales achieved	Days to performance	% of tickets sold
Karan Casey Trio	Sept 13	5 days	45.6%
Take3	Sept 20	4 days	50.73%
Mariachi Herencia	Sept 24	4 days	85%
MSO	Oct 25	15 days	88.96%
Christmas with the Annie Moses Band	Nov 4	29 days	73.10%
The Griegol	March 17	13 days	91.07%/79.46%
Brubeck Brothers	March 26	19 days	83.5%
Cirque Kalabante	April 11	14 days	75.54%

NOTE: Daily Sales Report is referenced over Daily Ticket Count to avoid skewing data with comp tickets

TRACKING PATRON HOME ADDRESS

Patron addresses were uploaded to google maps after each performance and assigned a performance specific color. All FSU students were shown in black to avoid skewing the data with their home address. The core attendees reside between Bruceton Mills, WV to Flintstone, MD ; Farmington, PA to Oakland, MD; Hyndman, PA to Romney, WV and few outliers in Pittsburgh, Somerset, Bedford, and Lewisburg, PA; Morgantown, WV; Hagerstown, Frederick, Westminster, Frederick, Germantown, MD; and Wilmington, DE. Most of the Maryland outliers fall within the area that student addresses are located. Various images are uploaded as attachments for reference.

HOW DO PATRONS HEAR ABOUT CES

983 patrons responded to this question when purchasing tickets, resulting in 293 unique answers. At quick glance, popular answers include the season brochure, website, repeat customer, Facebook, E-mail, referred by a friend or FSU connection.

How have the results impacted 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 the on-going nature of the national economy the 2023-24 season will be scheduled with about the same number of total public performances as 2022-2023. Artist fees have seen a marked increase as well as production costs due to inflation. It is expected that patrons are not prepared to meet the increase in ticket prices that the market demands.

- To maintain a presence in the FSU and regional community, extra effort will be placed on planning Arts for Enrichment events with minimal associated expense to build audiences and market public performances. The partnership with Chartwells and adding a culinary connection to the series was successful in its inaugural year.

- As the general public does not take steps to make future plans more than 1-2 weeks in advance, we will continue to suspend the buy more, save more opportunity to patrons as the creation of this option would require extensive time and energy with few taking advantage of the opportunity.

- Sponsorship and donations increased this year and we surpassed the $20K goal of individual and sponsorship donations. The ARGOS money from MSAC will help preserve operations in the short term as we are faced with increased costs for production, student wages, and expenses related to the grant writer salary. This area will require focus again in 2023-24 to identify event and season wide sponsors. Ongoing discussions are needed to identify ways to differentiate support for the season vs. the by event model.

- Names of individuals who attend 3+ performances in a season as well as repeat MSO patrons have been provided to FSUF representatives for potential donor support.

- Benefits that do not hinder tax benefits of membership will be further explored.

- 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.

- Tracking patron addresses has reinforced assumed knowledge of where our audience is coming from. Cities such as Altoona, Uniontown and Hancock will be removed from social media paid ad radius.

- The process for collecting the data on how patrons heard about us will be streamlined so only preset answers are available. This should expedite the ability to analyze the data for the future.

- Facebook continues to see increased participation. Efforts to expand the Instagram network could be explored as time and resources allow.

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

Results were reviewed with CES staff, Regional Development and Engagement, University Advancement and to granting and funding agencies as required by final reports.

Evidence, artifacts, and or back up documentation:

Attached Files

- 22-23 How did you hear about us.xlsx
- 22-23 map_Maryland.pdf
- 22-23 map_region.pdf
- CES 22-23 Survey Results.xlsx
- CES Attendance Figures 22-23.xlsx
- 22-23 map_mid atlantic.pdf
- 22-23 map_world.pdf
- Social Media Audience 2-13-2024.pdf

Office of Gender Equity

Office of Gender Equity - Annual Report FY 2023

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: 07/01/2022

Providing Department: Office of Gender Equity

End: 06/30/2023

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 programmatic 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, SAFE Office and IT for the transition from Everfi to Vector Solutions
- Collaborate with the Office of Student Affairs on the creation of materials for students attending Bobcat Bound events.
- 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 '22 and Spring '23 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 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

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: 96% and 92% for graduate course.
- Provide in person training for all first-semester, first year students enrolled in ORIE 101.
  - For Fall 2022 and Spring 2023, 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 3/1/2023.

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 40 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 3 introductory Safe Zone trainings followed by additional online trainings for those interested in receiving full Safe Zone Certification.

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

2023 Office of Sponsored Programs Annual Department 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 Goals 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: 07/01/2022

Providing Department: Research and Sponsored Programs

End: 06/30/2023

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 Track proposal submissions and awards that target support for enrollment & retention, experiential learning, and faculty and staff 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 Review schedule for making changes/updates to OSP's website and track changes in order ensure webpages contain up-to-date information.

1.2 Number of in-person and/or virtual educational and training opportunities; number of individuals reached.

2.1 Subscription usage and resulting proposal applications

2.2 Number of IRB and IACUC protocols, and applications for Faculty Development fund 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 enrollment & retention, experiential learning, and faculty professional development with a goal of at 20% of proposals and awards supporting each category.

3.1 Number of proposals submitted and number of awards received in support of economic development and community engagement with a goal of at 20% of proposals and awards supporting each category.

What were the results?:

1.1 Throughout FY 2023, OSP continued to review and make updates to its webpages as necessary. In total, 94 updates were made to OSP's webpages to ensure up-to-date information (see attached update log). The majority of these updates (64) were to publish new grant awards on OSP's Successes/New webpage. In addition to these another 30 updates were made to other webpages, including those for the IRB, IACUC, and Faculty Development Subcommittee, which are housed within OSP's website. OSP's Contracts and Grants Specialist meets regularly with the IRB, IACUC, and Faculty Development Subcommittee and makes updates to each respective webpage as requested by the committees.

1.2 During FY 2023, 78 in-person and virtual meetings were held with members of the campus community. Forty-four of these meetings were to review topics related to opportunity identification, proposal development, and to assist with budget creation. The remaining 34 meetings were to 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 OSP reviewed and participated in demos of a couple grant opportunity databases. It has been decided to move forward with a subscription of SPIN, a robust and cost-effective online funding opportunity database that contains over 40,000 funding opportunities from more than 10,000 federal, public, non-profit, and private sponsors and grantors. The subscription will become active in early FY 2024.

2.2 During FY 2023, OSP provided administrative support for 42 IRB protocols, 42 (100%) of which were processed within 1 business day; 5 IACUC protocols, 4 (80%) of which were processed within 1 business day; and 38 applications for Faculty Development funds, 100% of which (where applicable) were processed within 1 business day of receipt. In total, 99% of all protocols and applications were processed within 1 business day.

2.3.1 During FY 2023, a record total of 74 proposals were submitted. Of these, 13 (18%) proposals involved activities to support enrollment and retention efforts; 34 (46%) proposals contained an experiential learning component; and 29 (39%) proposals requested funding for professional development activities.

2.3.2 During FY 2023, 62 awards were received, totaling a record $8,344,876. Of these, 15 (24%) awards funded activities that support enrollment and retention efforts; 28 (45%) provided funds for experiential learning, and 23 (37%) included funding for professional development activities.

OSP has met its goal of providing support to secure funding in support of enrollment and retention, experiential learning, and faculty and staff professional development, with at least 20% of proposals and awards supporting each category.

3.1.1 During FY 2023, 74 proposals were submitted. Of these, 15 proposals (20%) were in support of economic development activities and 37 proposals (50%) provided for community engagement activities.

3.1.2 During FY 2023, 62 awards were received. Of these, 9 awards (15%) provided funding to support economic development activities and 31 awards (50%) provided funding for community engagement activities.

OSP far exceeded its goal of having at least 20% of proposals and awards support community engagement activities. OSP fell short of its goal of having at least 20% of proposals and awards support economic development, however, the awards that were received in support of economic development total approximately $1.557 million, which is 19% of total awards received.

How have the results impacted 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 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 Historically, OSP has found that virtual, small group or one-on-one training sessions were more desired than in-person group trainings. During FY 2023, OSP has starting creating structured trainings that can be delivered virtually or in-person. However, with the upcoming implementation of the Workday financial system and OSP's planned implementation of Kuali pre-award system, it has been decided to hold-off on these trainings until these implemtations are complete. We feel it is better to wait rather than train the campus community on one system, then have the need to change it within a year.
2.1 Due to the lack of proposal submissions resulting from the GrantForward subscription, OSP chose not to renew and has opted to provide a subscription to SPIN in FY 2024.
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 via monthly departmental meetings with staff and monthly division meetings with the VP and division directors. Feedback is used to modify action items in order to improve on results.

Evidence, artifacts, and or back up documentation:

Attached Files
- FY 2023 Proposals and Awards.xls
- IRB IACUC FDS Summary for Annual Report.xlsx
- Website published pages.docx

SBDC

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

New Business Starts

Capital Infusion

Clients served

Start: 07/01/2022

Providing Department: SBDC

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

New Business Starts goal is 29

Capital Infusion goal is $12,875,588

Clients served goal is 411

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

We use an internal software system called Neoserra for data collection, data analysis and reporting.

What were the results?:

New Business Starts actual = 21

Capital Infusion actual = $9,4049,761

Clients served actual = 431

How have the results impacted 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?:

SBDC goals are set by SBA (Small BusinessAdministration). These goals are reviewed annually to help meet the regions economic demand.

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

Monthly RDE (Regional Division Engagement) meetings are conducted. Reports are pulled and analyzed monthly for review using the internal Neoserra data base collection system.

Evidence, artifacts, and or back up documentation:

Attached Files

- thumbnail_20240402_143021.jpg
- thumbnail_20240402_143053.jpg
- thumbnail_20240402_143034.jpg
- thumbnail_20240402_143037.jpg
- thumbnail_20240402_143027.jpg
- thumbnail_20240402_143053(1).jpg
- thumbnail_20240402_143044.jpg

Brady Health Center

Brady Health Center Annual Report FY 2023

Specify your Division/Department Goals Priorities.:

1. Provide quality healthcare services to assist students in their academic performance by decreasing and/or preventing absenteeism, increasing retention, and improving overall health outcomes through on-campus treatment.

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record, and utilization of website resources.

3. Provide experiential opportunities for FSU students through clinical observation and placement at the health center.

Start: 07/01/2022

Providing Department: Brady Health Center

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1 100% of international students and visiting scholars will complete all required health and immunization screening within six 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, attendance at all transfer orientations, and use of new immunization compliance module.

1.3 Utilize all available supply of influenza vaccines for students, faculty, and staff during the academic year.

1.4 Provide high-quality ambulatory healthcare services to students as evidenced by student satisfactory results.

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 immunization 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.

1.4: Utilization of a post-service student survey via Baseline email to students, using a likert scale assessment.

2.1: Covid-19 vaccine information/exemption 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.

What were the results?:

1.1: Fall 2022: 24 international students and 4 visiting scholars.

Spring 2023: 5 international students and 0 visiting scholars. Met the six week goal for completing 100% health and immunization screening.

1.2: Fall 2022: 378 holds placed on student accounts compared to 390 holds placed in Fall 2020. Spring 2023: 41 holds placed on student accounts compared to 79 holds placed in Spring 2022. Immunization holds have significantly changed due to discontinuing the Covid-19 vaccine requirement. Met the goal of 10% reduction as non-compliance improved.

1.3: 47% of 150 available influenza vaccine given on site at Brady Health Center. Goal not met of depleting available supply of influenza vaccines, likely in part due to vaccine hesitancy after receiving COVID vaccines, or vaccine fatigue.

1.4: Post-service results indicate very good patient satisfaction data with 79% of students rating their "overall healthcare experience" as "Excellent" and 9% rating it as "Good" (see attached Student Satisfaction data).

2.1: To date, 1,083 Covid-19 vaccine uploads and 344 religious/medical exemptions have been reviewed by health center staff. Goal has been successfully achieved with implementation of an upgrade in our Patient Portal's ability to accept updated vaccine results.

3.1: Three (3) nursing students completed clinical observation time recorded in the health center. Seven (7) athletic training students completed observation, at six hours per student, during Spring 2022. Goal of 10 students met.

How have the results impacted 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 FSU Bobcat Welcome sessions, notifying registered students of required or missing health information. This all required additional staff hours. Non-compliant list of students were ran 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 advisors and Residence Life staff. Health Holds on PAWS accounts were placed after Free Add/Drop Period in the Fall of 2021. 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. Challenges continue 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. We will continue to assess public demand for the flu vaccine. May decrease number of Influenza vaccine ordered.

1.4: Health Center staff will continue to evaluate student satisfaction data as a measurement of effectiveness and to glean additional information regarding service delivery. We would like to push the satisfaction percentages up a few points through dedicated customer service efforts, although, recognizing the variance in "satisfaction" with occasional unknown etiologies of medical concerns can always be a factor.

2.1: Nursing staff and office staff in the health center staff review and approve each immunization upload. This requires many hours to assure approval in a timely manner. Will continue to prepare for immunization uploads each semester and monitor Covid and other viral infections.

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. Covid-19 was not an obstacle to host students this FY as it has been in previous years.

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. 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. Based on enrollment numbers, institutional budgets remain tight. However, the health center is able to subsidize our budget by charging appropriate and transparent fees for services.

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

Biweekly staff meetings and as-needed basis meetings for communicating goals and receiving feedback; Teams group messaging and staff email updates as needed; R&R meetings as needed, and reported at Brady Health Center Board of Directors annual meeting. Most significantly, the health center utilizes a Quality Improvement process that is consistent with requirements utilized 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. Additional communications with students via email occur on as-needed basis. The health center director attend bi-weekly Student Affairs Leadership Team meetings to align strategies with the university and division, while sharing information, building collaborations and receiving feedback from other Student Affairs leaders.

Evidence, artifacts, and or back up documentation:

Career & Professional Development Center

Career & Professional Development Center Annual Report FY 2023

Specify your Division/Department Goals Priorities.:

CPDC Goal 1. Assist students with developing career competencies by providing excellent services and programs that strengthen personal and professional growth.
CPDC Goal 2. Provide professional development opportunities for students seeking to participate in internship programs.
CPDC Goal 3. Promote CPDC programs and services to students, academic departments, employers, and key stakeholders.

Start: 07/01/2022

Providing Department: Career & Professional Development Center

End: 06/30/2023

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, Big Interview, YouScience, and LinkedIn usage throughout the academic year.

1.2 Continue to plan, develop, and implement a professional development course (LBST 201 Career & Professional Development).

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, the Career Carnival (Fall) as well as various workshops throughout the academic year.

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

1.1 Direct source data from the number of student and employer users on Handshake, Big Interview, YouScience, and LinkedIn.
1.2 Course syllabi (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.
2.2 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.

What were the results?:

1.1 Frostburg State University is connected to 7207 employers on Handshake.

1.2 LBST 201 Career & Professional Development was listed as an elective course for the Fall 2022 and Spring 2023 semester. Five (5) Learning Objectives were established for the course and all learning objectives were 100% met by enrolled students (see attached course syllabus).

2.1 During the 2022-23 academic year, the Director and Associate Director of the Career & Professional Development Center delivered the following workshops/sessions:

Presented to 28 ORIE classes, services of the office and Career Exchange activities, Gallup Strengths, National Student Exchange, The Washington Center, and Disney College Program = over 500 first-year students
Presented to Regional Math & Science Center, College of Liberal Arts & Sciences (CLAS) Chairs
Presented various workshops to forty (40) academic classes = over 700 students
Presented to all sections of PD 1 & PD 2 for COB, and training for Resident Assistants
Presented Interviewing workshop to all COSC Capstone courses = 40 students
Represented Student Affairs Division at the Leadership Retreat September 24-26 at Camp Allegheny = 100 students
Presented Resume Workshop for SHRM, ECHOStars and Economics Club, SOCI capstone
Represented CPDC and Student Affairs in all of the Bobcat Welcome Sessions for incoming first-year students
Provided 101 Mock Interviews to students (in-person and virtually)

Exposure to opportunities, programs, and services through specific outreach presentations reached approximately 1,340 students, or 49% of the FSU undergraduate population of approximately 2,700 students; whereby, exceeding the 20% population-level outreach goal.

2.2 Monthly Info Sessions - these were incorporated into the classroom presentations listed in 2.1

3.1 During the 2022-2023 academic year, 772 students received services from 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. Based on student survey data, 87.5% of students "strongly agree" that "Our staff assisted you with your needs and concerns" with 12.5% indicating "agree." Additionally, 87.5% of students indicated it was "Extremely likely" they "would recommend CPDC to other students" (see attached CPDC student survey data).

During the 2022-2023 academic year, all undergraduate and graduate students received multiple emails per semester to market CPDC's signature events. The Majors Fair on November 3rd provided the opportunity for 350+ students to explore potential majors.

Seventy-two (72) employers registered for the 2022 Fall Virtual Career & Internship Fair with 33 student participants and 75 1:1 sessions. Forty-three (43) employers registered for the Fall 2022 Virtual Education Fair with 23 student participants and 58 one-on-one sessions. Fifty-eight (58) employers registered for the Fall 2022 In Person Career & Internship with 224 student participants. One-hundred ten (110) employers registered for the Spring 2023 Virtual Career & Internship Fair with 98 student participants and 119 one-on-one sessions. Fifty-six (56) employers registered for the Spring 2023 Virtual Education Fair with 70 student participants and 165 one-on-one sessions. Sixty (60) employers registered for the Spring 2023 in-person (on campus) Career & Internship Fair with 237 student participants (Career Fair data attached).

According to post-Career Fair survey data, 100% of employers indicated that they would attend an FSU Career Fair in the future. Regarding student data, 95% of students indicated that the Career Fair helped prepare them for their job search.

How have the results impacted 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 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 continued focus on outreaching to academic departments and internship coordinators to create enhanced student experiences. An additional area of focus continues to be the collection of First Destination jobs data from graduates. These data are helpful for academic departments, Admissions, and university marketing services, and are important for institutional priorities.

Resource Allocation:

In meeting the challenges of declining revenue due to declining enrollment, CPDC has been judicious in prioritizing how we allocate fiscal and human resources. Due to budget constraints, the Focus 2 career assessment platform will be discontinued based on assessed minimal usage. We will continue to allocate resources based on assessment results and the needs of students to specifically align our services with university goals and priorities.

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 during bi-weekly Student Affairs Leadership Team meetings, and evaluated during monthly CPDC staff meetings and Director meetings with the opportunity to provide and receive feedback from stakeholders. Jobs data are readily provided on the CPDC website and are frequently disseminated to various university stakeholders and constituencies.

Evidence, artifacts, and or back up documentation:

Attached Files

- S23 InPerson C&I Survey Results.docx
- F22 InPerson C&I Survey Results.docx
- Bobcat Interview Room Photos.docx
- Survey Samples.docx
- Annual Report Events Screenshots.docx
- AY22-23 CPDC Events.xlsx
- Course Syllabus LBST 201 Intro Spring 22.docx

Counseling and Psychological Services

Counseling & Psychological Services (CAPS) Annual Report FY 2023

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: 07/01/2022

Providing Department: Counseling and Psychological Services

End: 06/30/2023

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 seven (7) business days of request during FY 2023.

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 2023.

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 2023.

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 2023.

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

1.1: Titaninum (information management system) data regarding intake appointments.

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 604 intake appointments during FY 2023. The average wait time for an intake was 4.82 days (see CAPS Appointment Statistics 2023 attachment). We reached our goal/priority of seven (7) days and will continue to monitor this for FY 2024. Indicated "wait time" may also be the result of a student's negotiated preference for a specific delayed appointment day or time.

2.1: CAPS periodically reviews the accreditation standards according to IACS and indicates no reported breaches of confidentiality during FY 2023. CAPS passed an on-campus IACS audit of our policies and procedures, and are subject to verifying compliance annually through submission of an annual report. The next on-campus IACS audit will be 2028. 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 2023, CAPS maintained at least 5 full-time licensed clinicians with an average student population of 3,800 for FY 2023. Additionally, the Director provides clinical supervision to several Master's level students. The Director also completes an annual report for IACS accreditation each year.

3.1 & 3.2: According to Titanium data, CAPS staff administered 3,752 appointments to 430 clients, with 95% of the appointments being for individual modalities (see CAPS Appointment Statistics 2023 attachment). Additionally, 49.5% of students attended 1-5 appointments, with 70.6% attending 1-10 appointments. A total of 143 crisis intervention sessions were delivered, along with handling 14 crisis calls during non-business hours. Regarding treatment modality, 56.2% of appointments were in-person with the remaining 43.8% choosing the virtual tele-counseling modality. During FY 2023, CAPS staff conducted 57 outreach events that connected 1,990 constituents with mental health information.

How have the results impacted 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 our efforts will continue to be excellent, timely service delivery to students in crisis or in need of counseling/medication management. 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," 91% strongly agreed and 7.9% agreed. When asked, "I found value in the counseling/medication management services I received at this appointment," 75.26% strongly agreed and 18.21% agreed. Additionally, 72.16% of students strongly agreed and 19.93% agreed that "My needs were met during my interaction with CAPS (see CAPS Student Survey 2023 attachment). During FY 2023, CAPS collected quantity/frequency data on campus outreach to faculty, staff, and student constituents as an impact recommendation from last year and CAPS staff conducted 57 outreach events that connected 1,990 constituents with mental health information.
2. Our public private partnership with UPMC will continue to afford FSU administrative staff the opportunity to meet monthly with the UPMC Director to determine plans for the future, assess efforts, and evaluate strategies for continuous improvement in delivering excellent college counseling services. Also, we implemented quarterly meetings with the UPMC Clinical Director at the hospital to share quality control information. These strategic sessions 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. Each year, the Director of the Student Counseling Center meets with the AVP for Student Affairs to negotiate and build a predictive budget for the next fiscal year. This budget generally includes promotions and cost of living raises for UPMC staff as indicated by UPMC, and is submitted to FSU Administration & Finance for approval.

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 2023 assessments have been shared with Student Affairs administration, the Assessment and Institutional Effectiveness Committee, and the Executive Committee that use the results to inform appropriate allocation of fiscal resources. Additionally, these data are often shared with students and other constituencies through informative correspondence from Student Affairs to the campus community for the purpose of transparency and feedback.

Assessment data are discussed weekly at clinical supervision meetings, shared at the President's annual State of the University address in September, and shared with SGA constituencies, thus ensuring continued transparency.

Evidence, artifacts, and or back up documentation:

Attached Files

- CAPS Appointment Statistics 2023.pdf
- CAPS Student Survey 2023.pdf
- 2022-23 year in review CAPS.pdf

Diversity, Equity, & Inclusion

Diversity, Equity, & Inclusion Annual Report FY 2023

Specify your Division/Department Goals Priorities.:

1. Provide diversity, equity, and inclusion education for students, faculty, and staff.
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, & Inclusion (ODEI).

Start: 07/01/2022

Providing Department: Diversity, Equity, & Inclusion

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1. The ODEI will provide annual training opportunities for faculty, student and staff such as Safe Zone training, a first-year student "Introduction to DEI" workshop as well as other programming to increase knowledge and awareness.
2. Increase visibility and accessibility of diverse faculty and staff to provide additional support for diverse student organizations during the academic year.
3. Provide regular campus outreach efforts by updating the ODEI website monthly with "ODEI News" that highlights DEI programming, faculty, staff and students, while promoting "Times Talk" sessions, and meeting with each individual section of Introduction to Higher Education classes to discuss DEI and the opportunities and resources available on campus.

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

1. Attendance and marketing records.
2. Number of eligible individuals identified, number of sessions held, percentage participating.
3. Review of informal feedback on news postings, number of Times Talk sessions held and the number of participants, and the number of workshops held for ORIE101 classes.

What were the results?:

1. The "Safe Zone" introductory workshop was offered twice to the general campus population in the spring semester, during the "Bobcats Against Bias" week. Both sessions had to be canceled due to insufficient enrollment. Alternatively, a Safe Zone workshop was presented during the fall training of the Residence Life Office student staff with 60 participants. In an attempt to increase the participation rate of the first-year student DEI workshop, students were allowed to self select and register for a day and time for a 2-hour "Introduction to National Coalition Building Institute (NCBI)" workshop. Those who were unable to attend this workshop were then given the opportunity to complete the "Brave and Bold" online program. This approach also helped to reduce costs of the online program as the costs were reduced to provide access to fewer students. Additionally, each ORIE101 class was visited by ODEI staff. In total, 90% of the first-year students were documented as participating in at least one of these activities. Finally, the annual diversity retreat was held in the fall of 2022 with 49 participants (40 students, 1 FSU alum and 8 staff). This was an increase over the fall 2021 retreat attendance of 35. With a staff of seven Black staff and three Latino staff, the students were afforded an unique opportunity to meet individually with BIPOC staff to discuss any questions or concerns the students might have as well as student's plans for completing degrees, chosen majors, career paths, internships, etc. As a result several students were able to secure internships, referrals to alumni for mentoring and letters of recommendation for graduate school or employment applications. The retreat included the full-day NCBI Leadership for Diversity Workshop, with 88% of the participants indicating the effectiveness of the retreat was "Excellent" or "Better than Average" (see Diversity Retreat Student Evaluation attachment and reflection essays).
2. The Office of Diversity, Equity, and Inclusion worked closely with diverse student organizations to provide and support advisors of the same identities or proven allyship. Specifically, the Black Student Alliance (McKenna Booker, the Latin American Student Organization (Burt Isaacs) the National Council of Negro Women (Latisha Cooper) and Spectrum. Unfortunately, they continued to struggle to increase their memberships to healthier levels. The ODEI worked closely with a group of faculty and staff to form "FNIF: Frostburg Network for Intersectional Feminism". A spin-off student organization, 'W.O.M.E.N." was also created. The first major event of these two organizations along with the ODEI was a "Take Back the Night" (anti-violence against women and anti-sexual assault) rally and march. This was proceeded by a "tenting" event at the clock tower where all interested parties could receive information about FNIF and the event to be held that evening. Fifty t-shirts "TBTN" were given to participants.
3. The Times Talk sessions were held every two weeks in collaboration with the Office of Civic Engagement. As done previously, the sessions were alternately based on Civic Engagement/Civility and DEI. Students were encouraged to submit articles/topic suggestions. Attendance still tended to be low with an average attendance of 12-15 students, faculty and staff. Significant work was done to update the ODEI website particularly focusing on the ODEI News link. This replaced the monthly newsletter in response to advice from media relations. New this year, during the Hispanic Heritage month, a faculty, staff and student of Hispanic heritage was featured in the website. This received positive feedback and will be continued next year. In the fall of 2022, members of the ODEI and NCBI team met with all but one of the ORIE classes to speak with the students about the goals of the university around DEI, the university's diversity statement, the strategic goal that each student will graduate prepared to work in a global society and the opportunities and resources available to help them reach this goal. Students were informed about the functions of the ODEI, what academic and co-curricular opportunities exists on campus to increase inclusion and belongingness. Finally, the ODEI held informational tables in the Lane University Center to keep the campus aware of events, programs and resources for DEI on and off campus.

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

1. Safe Zone training will be offered again fall 2023 at the Hagerstown campus in response to a request and during the #BobcatsAgainstBias campaign, spring 2024. This will be two full years since the last successful offering and will hopefully see better attendance. We will also consider bringing in an outside presenter to offer a fresh experience for those that have attended previously. Alternatively, we will consult with Salisbury University's Safe Zone director to update our materials. If the training is done in-house, the only resources needed are location, staffing and printing. We will continue to explore ways of increasing the visibility and accessibility of diverse faculty and staff through spotlights in the ODEI News, looking into the creation of faculty/staff affinity groups and offering social gatherings.
2. The office continues to receive numerous emails with positive feedback. In spite of tight budgetary constraints, the Vice President for Student Affairs remains committed to keeping DEI initiatives at the forefront of our educational efforts, and funds will be

allocated accordingly.

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 during weekly "Senior SALT" meetings and the bi-weekly "SALT" meetings for the purpose of feedback and consultation. We also submit a USM Diversity Report each year to highlight our initiatives that our consistent with USM and FSU values.

Evidence, artifacts, and or back up documentation:

Attached Files

- Kourtney's Diveristy Retreat Reflect (1).pdf
- Asher's Social Justice Essay- Forever Growing (1).pdf
- Diversity retreat by Jada Wilson (1).pdf
- 2022 Diversity Retreat Student Evaluation.pdf

Residence Life

Residence Life Annual Report FY 2023

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: 07/01/2022

Providing Department: Residence Life

End: 06/30/2023

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.

1.4: The Residence Hall Amenities Survey was conducted by the Dean of Students in March of 2023.

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 throughout the academic year.

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).

1.4: Survey through Microsoft Forms

2.1: Documentation from School Dude Work Order Reporting and The Housing Director 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.

What were the results?:

1.2: Community Development

RAs planned and implemented 135 links during the 2022-2023 academic year. 69 events were community builder links and 66 events were resource links. RAs connected residential students to numerous resources including CAPS, University Police, SSS, the Tutoring Center, PAWS Pantry, the Center for International Education, the Lewis J. Ort Library, CPDC, Student Activities, and ODEI. All hall staff participated in the campus-wide Halloween event during the Fall 2022 semester, and each hall planned a hall-wide event during the Spring 2023 semester.

RAs also conducted five rounds of intentional conversations. During intentional conversations, RAs met with each of their residents; RAs provided information and ensured residents' wellbeing. Intentional conversations led to referrals to the Students of Concern committee and helped the University identify struggling students.

The Residence Hall Association continued to grow during the 2022/2023 academic year. RHA implemented its Funbucks program which incentivized participation in RHA and with other on-campus departments. RHA also secured the Residential Leadership Program fee, which will support RLO's new Residential Leadership Program starting in Fall 2023.

1.3*:* During the 2022/2023 academic year, 198 residential students were documented for 104 policy violations. Of those violations, 196 were found "responsible" and 2 were found "not responsible" through the administrative hearing process. Policy violators found "responsible" were issued 421 sanctions as part of the disposition in each case. According to Maxient data, the average time between report and hearing notification was 5 days. The average time between hearing notification and adjudication hearing was 8 days (must provide at least three- day notification). Average time for disposition letters was 4 days.

1.4: In March of 2023 a Residence Hall Amenities Survey was sent to residential students. Below are some notable results.

- 58% of respondents said that they **do not** use the University cable service.
- 63% of respondents rated their RA experience (programming, etc.) as a 4 or a 5. (NOTE – 1 = least favorable; 5 = most favorable).
- 29% of respondents rated the cleanliness in their building as a 4 or a 5
- 33% of respondents rated facility upkeep of their building as a 4 or a 5
- 23% of respondents indicated that they planned to move off campus for the upcoming year.

Themes noticed:

- Bathrooms are noted multiple times for being dirty and/or not cleaned on a regular basis in multiple residence halls.
- Concerns were raised around timeliness and communications of facility repair issues
- Multiple comments were made about dirty rooms upon check-in
- Some general comments about value as compared to price
- Various concerns were offered about temperature control (too hot, too cold)
- Various complaints about the smell of cannabis in the halls
- Comments about noise (mostly in Brownsville).

2.1: According to facilities School Dude work order reporting software, 2,288 work orders were submitted for the Residence Halls during the 2022/2023 academic year that were assigned to the facilities staff. According to the data, 2,288 work orders went to Physical Plant of those 2,252 were cleared as "complete or closed," for a 98% clearance rate; 18 work order reports were either marked as "declined, duplicate, held, or voided" (less than 1% of work orders); and 18 work order reports were marked as "work in progress, new request, or more information needed" (less than 1% of work orders). The average days to complete a physical plant work order was 20.

Residential Maintenance received 295 work orders (255 entered into The Housing Director and 40 entered into School Dude, 290 were cleared as “complete” for an 98% completion rate, five (5) were marked as In Progress. The average number of days to complete a work order was 26.

Health and safety received 39 work orders through School Dude, 25 were marked complete and 14 are marked as new request or in progress. The completion rate is 64% with the average number of days to complete a work order being 22.

Residence Life sent 109 work orders to CSC Service Works for washer and dryer repair. 62 were entered into The Housing Director and 47 were entered into School Dude. The average completion time from entered to submitted to CSC is 3 days. CSC is usually on campus within 2 business days after receiving a work order request from RLO. This number does not include the repairs requests sent by Resident Directors, just the main office staff. Resident Directors can send work orders directly to CSC without submitting them though the work order process.
(Data attached)
2.2: According to data found in the 2022/2023 Occupancy Report (attached), Residence Life began the 2022/2023 academic year with 1,128 available beds in eight (8) residence halls. After census, 983 beds were student-occupied, with 145 vacant beds (87% occupancy rate). In Spring 2022/2023, after census, 940 beds were student-occupied, with 232 vacant beds (80% occupancy rate). Three residence halls, Frederick, Gray, and Sowers were taken for the academic year. Frederick was taken offline for potential renovation, Gray for COVID isolation, and Sowers due to lack of need. On February 10, 2023, a water line broken on the North side of Brownsville Hall which ended with us closing that side of the building and relocating 196 students. 116 students were relocated to other residence halls, 78 moved to Edgewood Commons, and 2 were released from their housing contracts. We reopened Frederick Hall to accommodate the relocations, giving us a final Spring occupancy of 1,331 available beds with 841 occupied and 490 vacant beds (63% occupancy rate).

2.3: According to data retrieved from Notifii, the package processing software, the student mail room processed 14,178 packages during the 2022/2023 academic year with one full-time staff member and student workers.

3.1: Residence Life partnered with stakeholders during the 2022/2023 academic year.

35 Echostars students were housed on the second floor of Annapolis Hall.
89 student-athletes were housed in clusters in Frederick, Annapolis, Brownsville, and Westminster Halls.
We have seen a decline in students requesting other specialty housing, especially honors housing, since the opening of Brownsville.

3.2:

RA Staff
RLO started the Fall 2022 semester with 48 RAs. 41 RAs were employed at the beginning of the Spring 2023 semester.
During the Fall 2022 semester, 1 RA was terminated for violating University policy, 2 RAs resigned from the position due to performance issues, 2 RAs resigned for personal reasons, and 7 RAs graduated in December 2022. RLO hired 5 new RAs for the Spring 2023 semester. The other vacancies were not filled.
During the Spring 2023 semester, 1 RA resigned due to performance issues and 1 RA was terminated for violating RLO policies.
19 of the 24 eligible RAs applied to return to the RLO staff for the Fall 2023 semester.
RD Staff
RLO employed 3 professional RDs and 4 graduate RDs during the Fall 2022 semester. One RD left FSU in January 2023. No new RDs were hired.
Recruitment

37 students applied during the first recruitment process. An additional 19 students applied for the second recruitment process (so a total of 56 candidates). RLO hired 24 new RAs for the Fall 2023 semester.

Five veteran RAs applied to be SRAs for the Fall 2023 semester. Three SRAs were hired.

Training
Hall staff participated in training in August 2022 and January 2023. During January 2023 training, RLO offered new professional development sessions for all RAs. LinkedIn, resume writing, and careers in higher education were some of the topics covered. Hall staff also participated in monthly Continuing Education professional development sessions. RLO also continued its DEI professional development initiatives including the Diversity, Equity, and Inclusion Book Club for the RDs and GRDs and Affinity Groups for all hall staff.

How have the results impacted 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 hiring of professional live-in staff, we have significantly increased the quality of RA supervision - the availability of full-time staff members in the halls has allowed us to offer more resources and support and to be more consistent in holding RAs accountable. While a Resident Director left after the Fall semester, and we have been unable to refill that position, we have continued to offer more support to our RA staff with the two Resident Director's we have. During the Spring of 2023, the advisor for the Residence Hall Association was able to secure a new student fee of $15.00 per residential student per semester. These funds are creating a Residential Leadership program and program space in Cumberland Hall to offer more leadership opportunities for our students. We have made changes to semester openings and closings to accommodate the needs of students and increased the RA interactions with intentional conversations to help increase student retention. During the upcoming year we will focus on student retention efforts through outreach from RLO staff and streamlining our processes. We will continue with our Halloween event and educate students about the impact the change in marijuana legislation will have on the residence halls.

2. During the Fall of 2022, conversations started about moving the Residential housekeepers to RLO, instead of facilities, so we spent the Spring and start of summer preparing for 10 new members of our staff. Associate Director Buehner spent time in facilities training since the new department will be reporting to a housekeeping supervisor she will supervise. The next fiscal year will be about making sure the residence halls, the Veteran's Center, the new Multicultural Center, and the PAWS pantry are cleaned to the best of our limited staff's ability and hiring a housekeeping supervisor. We continue to have only one maintenance aid, so our completion time for work orders remains higher than we prefer, and we are limited on services we can offer. Therefore, increased collaboration with Facilities will be paramount for the next assessment year.

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 and feedback. Housing aesthetics are frequently a topic of discussion among the Executive Committee and other stakeholders as an important component of enrollment management. 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 Packages FY 2023.xlsx
- F22 RD Training Booklet.pdf
- January 2023 RD Training.pdf
- F22 RA Training Booklet .docx.pdf
- January 2023 New RA Training.pdf
- January 2023 RA Training.pdf
- Residence Hall Guide 2022-2023.pdf
- Occupancy Report 2022.2023.xlsx
- Res Hall Satisfaction Survey Spring 2023.pdf
- work orders THD 2022.2023.xlsx
- Work Orders SchoolDude 2022.2023.xls

Civic Engagement

FY 2023 Office of Civic Engagement Annual Report

Specify your Division/Department Goals Priorities.:

1. Student Engagement is committed to empowering students, faculty, staff, alumni, and community members to develop their roles as ethical, effective, and engaged citizens through transformative experiences.
2. Student Engagement is committed to serving as a collaborative partner in the cultural, social, and economic development in western Maryland and the Tri-state region.
3. Student Engagement is committed to increasing administrative efficiency and promoting organizational effectiveness.

Start: 07/01/2022

Providing Department: Civic Engagement

End: 06/30/2023

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.

2.1 The OCE will develop and implement a multi-county National Service Program throughout the fiscal year.

3.1. 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.

2.1. The OCE will develop and implement a multi-county National Service Program throughout the academic year.

3.1 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

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 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 institution's impact on the community, Frostburg State University has continued to grow in its Civic Learning and Democratic initiatives.

Town Hall Civic Engagement Series

A series of three student forums were planned for each semester designed to engage students in thoughtful discussion and expression of ideas that addressed local, state, and federal issues of interest. Due to a mix of coming out of the pandemic and reduced enrollment, we had a lower-than-normal turnout during the year. Attendance ranged from 15-60 individuals. In an attempt to draw more students to the events, the OCE sent out invites to student organizations for each Town Hall in the spring.

Collectively, we reached over 150 participants in our Town Hall series this past year.

Professional Organization Involvement

FSU is an active participant/member of the ADP, NSLVE, Ask Every Student, and the All in Democracy Challenge as part of its efforts in voter engagement. This year, the OCE increased its efforts with Transform Mid-Atlantic, including taking part in a pilot program focused on JEDI-CCE and bringing a cohort to the JEDI-CCE conference.

Additionally, Civic Engagement focused on engaging students in fellowships and system-wide groups. Max Hancock served as the Transform Mid-Atlantic Fellow for our campus, where he learned about important community and JEDI issues. Rachael Michalski served as the Langenberg Legacy Fellow, with her project being focused on Voter Engagement, assisting with the planning of Times Talk programs, Town Halls, a Candidates forum, and general voter engagement efforts.

This year, the OCE nominated two students to be fellows with Transform Mid-Atlantic and the USM Langenburg Legacy Fellow Program. Hailey Unger is the Transform Mid-Atlantic fellow and will take part in a series of educational sessions as well as a group project on a JEDI-CCE topic. Jamie Roberts is the Langenburg Legacy Fellow and will put efforts toward assisting with voter engagement during the 2023-2024 academic year.

Voter Engagement

The OCE continued its close partnership with the J. Glenn Beall Institute for Public Service, the Student Government Association, and multiple offices on and off campus to support voter engagement efforts on campus. In receipt of our NSLVE data for the 2020 election, we found our ongoing efforts led to a voter registration rate of 86.3%, up from 85.4% in the 2016 election and a voting rate of 65.6%, up 10% from the 2016 election. These increases, along with our efforts in developing a comprehensive voter engagement plan, have earned the University a Silver Seal from the All in Democracy Challenge, recognition as a Voter Friendly Campus, and listed as part of Washington Monthly's Best Colleges for Student Voting. Additionally, Frostburg State University was again listed as a Voter Friendly Campus for our efforts surrounding the 2022 Gubernatorial Election cycle.

This year, the OCE celebrated all Civic Holidays. National Voter Registration Day was hosted at the Clocktower and included handouts to register online. The Civic Engagement Student Organizer worked with the Board of Elections to be able to offer both online and paper registrations for the event. Social media campaigns were utilized to inform students and promote Vote Early Day, Voter Hero Day, and Voter Education Week.

As part of the efforts to encourage students to be more informed and prepared for the 2022 mid-term elections, Frostburg State University partnered with Garrett College, Allegany College, and Hagerstown Community College to host a District 6 Candidates Forum leading up to the November Election. Students from Frostburg State University and ACM developed questions for the event and on the evening they, led by Dr. Elesha Ruminski, acted as moderators. The event was well attended. Following the event, a reception was held by the J. Glenn Beall Institute, where students, community members, and candidates could interact.

As this was an election year, the OCE hired a team of Voter Engagement Ambassadors during the fall semester. These five students worked to develop marketing materials, hosted events like NVRD, presented to classes and organizations and hosted weekly voter engagement tables to educate students on voter registration, early voting, mail-in ballots and more.

Times Talk Thursdays & NYT Subscription

The New York Times "Times Talk" dialogue series targeting students, faculty, and staff has become a regular program for the OCE. Sessions were held in-person every other week during the fall and spring semesters with two additional virtual events embedded into course syllabi. In total, 208 participants attended the Times Talks events.

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 763 active users by July 2023 compared to 637 active users in July 2022 and 39,124 articles read from during FY 2023 compared to 32,574 the year before.

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 year, Dr. Elesha Ruminiski incorporated the program into her leadership studies course.

Constitution Day Activities

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. This year, we brought back our Ben Franklin historian and performer to add a more interactive aspect to Constitution Day. During the Day, Ben Franklin helped hand out pocket constitutions in the Library, walk around the Lane Center chatting with students, and attended the Times Talk Conversation that day to lend his views to the topic of the day.

Annapolis Trip

In March of 2023, the Beall Institute and the Office of Civic Engagement recruited 36 FSU students to visit the State Capital in Annapolis. The students visited the House and Senate Galleries. Our students also participated in a luncheon joined by FSU students who were interning in Annapolis in the spring and the other members of the Western Maryland delegation. The afternoon featured a special visit with Maryland's Governor Wes Moore, who took photos with our students. Our trip concluded with a special tour of the capital and free time in Annapolis.

1.2: During the 2022-2023 program year, 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 2021, this scholarship was only available to Team Leaders and RisingSTARS. For spring 2022, all members (Team Leaders, RisingSTARS, and ECHOSTARS) with a cumulative 2.750 gpa were eligible. In total, $6,541.69 was used to purchase textbooks, ebooks, and other school supplies.

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 2021-2022 year. OCE has continued utilizing Qualtrics but has shifted the focus to better collect assessment data.

- Members served 4569.50 verified hours (728.75 training; 3840.75 direct). Members struggled to complete hours this year partly because most sites didn't start until November so members could only serve one day per week for the first several weeks of the program.
- The ECHOSTARS served at their regular afterschool program sites throughout the 21-22 program year including Salvation Army, Braddock, Washington, Westmar, and Mt. Savage Middle Schools. The Riverside YMCA returned as a site for the for the 22-23 year.

<u>August</u>

- Paws pantry shopping trip

<u>September</u>

- Campus Visit Day
- Appalachian Festival X2
- Paws Pantry
- Teddy Bear Picnic X2
- Book Giveaway
- Suicide prevention walk
- Salvation Army X2

<u>October</u>

- Allegany Run
- Paws pantry truck unloading
- Tree Planting
- Paws pantry table (2 shifts)
- Big event

- Street Cleanup
- Van Cleanout
- Campus Visit Day
- Halloween Parade
- Habitat for Humanity
- Salvation Army Fridays X 4
- YMCA Fridays X 3

November

- Habitat for Humanity
- Campus Visit Day
- Special Olympics Bowling
- Oxfam Hunger Banquet Assistance
- Oxfam Hunger Banquet Training
- Thanksgiving Baskets
- Salvation Army Fridays X 4
- Salvation Army special Tuesday hours X 2
- YMCA Friday X 1
- YMCA special Tuesday hours X 3

December

- Storybook Holiday
- Storybook Holiday Parade
- Paws Pantry
- Van Cleanout
- Salvation Army Friday X 1

February

- Paws pantry truck unloading
- Campus Visit Day X 2
- Special Olympics X3
- Salvation Army Friday X 4
- YMCA Fridays X 2

March

- Paws pantry truck unloading X 2
- Campus Visit Day
- Salvation Army Friday X 1

April

- Bobcat bound day x3
- Paws pantry truck unloading
- Salvation Army Friday X 3
- Book Giveaway set up
- Book Giveaway
- Book Giveaway Tear Down
- National Volunteer Week Prep
- National Volunteer Week Make & Donate
- Carnegie Science Center
- Campus Visit Day
- Color Run Set Up
- Color Run
- Relay For Life Setup
- Relay For Life
- Relay For Life Tear Down
- Beautify the Burg

May

- Salvation Army
- Beautify the Burg

Recruitment

- ECHOSTARS attended every open house program this year to recruit new members.
- Incoming members attended a webinar with the Associate Director for additional information regarding paperwork, move-in, and trainings. This is an opportunity for incoming members to meet with the staff face-to-face and ask questions regarding upcoming deadlines.
- Staff do not believe the current BWS layout allows for sufficient time to recruit and educate incoming students on the ECHOSTARS program. OCE staff do not have enough time to discuss the program and explain how the ECHOSTARS program works with students so that they can make an informed decision.

1.3: Volunteerism and service recruitment and programming on campus:

- 3245 students volunteered for a total of 8192.15 hours
- Examples sites/opportunities the Paws Pantry, campus and city-wide cleanups, coat/clothing drives, projects with the animal shelter, and Thanksgiving Baskets.

- Relay For Life had to be moved inside due to rain so was not as successful as the 2022 event. Approximately, 60 attendees raised $9450.
- Beautify the Burg was cancelled for October 2022 but was hosted in May of 2023. It was a successful event with sites hosted around Frostburg including: streets weeping, Christmas Wreath cleaning, tree and flower plantings. Athletics hosted a mural painting throughout the weekend so that athletes could participate in Beautify the Burg even if the traditional time (9am-12pm) didn't align with their practice/game schedules.
- In November 2022, individuals/groups/teams/on-campus departments donated 102 Thanksgiving Baskets totaling 3919.8 pounds and $1,955.00 in gift cards. The majority of the baskets were delivered to families in the Frostburg/Cumberland area and any remaining were taken directly to the Western Maryland Food Bank for distribution.
- In January 2023, 17 students and 3 staff flew to New Orleans, LA to volunteer in both NOLA and Houma, LA. Participants helped to rebuild a community center for a local indigenous tribe and an elderly couple.
- A few of our January 2023 attendees said this about the trip to New Orleans:

    - *"I learned so much, not only the skills such as drywalling and flooring, but about the culture of a place and how inequality impacts the recovery process."*
    - *"I built team-work skills and how to speak to others in sensitive situations; like when we were in the homeowner's house and speaking to the Chief [of the tribe]."*
    - *"The most rewarding part of the trip was helping the homeowner get his house back for his family."*

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 2022-2023 academic year, the Pantry distributed 15493.2 pounds of food. During that timeframe, the pantry was utilized 1695 times by 362 individuals. Since the fall of 2018, approximately 1200 students have signed up for the pantry. 60,903.6 pounds of food have been distributed and it has been utilized 6250 times.

In June of 2022, FSU was awarded funds through the MD Food Bank to install a community garden next to the pantry. Some items were purchased in August of 2022 but installation will not begin until the start of the 2023-2024 academic year.

In July of 2022, a second freezer was purchased and installed to increase the pantry's frozen food capabilities.

1.5: Training programs for the ECHOSTARS students were extensive and on-going throughout the year.

ECHOSTARS, Team Leaders, and RisingSTARS all attend fall and spring trainings as well as regular meetings and trainings throughout the year. Team Leaders and RisingSTARS 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.

2.1 As the intermediary for western Maryland, ASTAR serves a critical role in connecting much needed resources and community networks to a consortium of partnering agencies (sites). Since 1994, 2,080 AmeriCorps members (ACMs) have served through Frostburg State University's (FSU) AmeriCorps program (ASTAR) with 90 partnering agencies. For many in the region, AmeriCorps and ASTAR are synonymous. This initiative is made possible in part by providing a diverse cohort of ACMs to serve within non-profit and government agencies throughout the four-county, Appalachian region.

As part of this cohort of ACMs, ASTAR engages college students in unique ways including through a Learning-Serving community (ECHOSTARS). Hosted by FSU, the ECHOSTARS program engages college students as minimum-time Education Award only (MT-EAO) members. This program is an example of how ASTAR strives to instill a lifelong culture of service in young adults.

Organizational Support (OS): Sites hosting at least one MT ACM (no FT or HT ACMs) reported under the OS category. ACMs at these sites provide additional support to existing organizational operations and programs allowing them to reach more community members, enhance quality of services, and/or expand their reach. In some cases, this changed to allow ACMs to serve in areas the community needed during the pandemic.

Resource Development (RD): Sites hosting a minimum of one FT or one HT ACMs reported under the RD category. ACMs at these sites provide structured service that supports the mission of the organizations and enables them to increase, expand or enhance their activities by creating new programs, finding resources to support existing programs or otherwise supporting organizational operations. In some cases, this changed to allow ACMs to serve in areas the community needed during the pandemic.

ACMs' service included but was not limited to, providing educational support and mentoring; serving disadvantaged youth, low-income families, veterans, and unsheltered individuals; providing nutritional awareness and resources; engaging individuals with disabilities; assisting with afterschool programs; supporting environmental stewardship; and serving with food pantries.

Types of member services: full-time, half-time with a stipend and minimum time and abbreviated time EAO

Synopsis of accomplishments

Full and Half-Time Partners

Special Olympics Maryland (SOMD)- ACMs serving with SOMD span the state providing additional capacity in outreach, education, coaching, programming, and all-around support to reach more participants, assist families, make programs more accessible and more effective and efficient. Below are some of the highlights from programs that the ASTAR team participated in during the 2022-2023 program year.

- **Unified Champion Schools**: Unified Champion Schools is a program that promotes student-lead inclusive school communities. Through engaging activities, students are challenged to consider themselves as change agents for more equitable school communities.
    - **School Sports- Tennis, Indoor and Outdoor Bocce, Strength and Conditioning, and Track and Field (September 2021-May 2022)**: Thanks to AmeriCorps members, the program was able to offer the full complement of interscholastic Unified Sports once again. ACMs assisted with all aspects of the 5 sports seasons participating in player ratings, coach trainings, school practices and district tournaments where athlete competed. With Megan Larson's efforts, the program was able to increase middle school participation to 4 school districts (up from 2 the previous year).
    - **2022 Banner Recognition Program- Annapolis High School:** Melissa Kelly (Staff) and Megan Larson (ACM) led efforts with Annapolis High School in their work to become a National Banner School (the Special Olympics equivalent of the National Blue Ribbon School). Their banner raising celebration made national news as they were named in ESPN's Top-5 Honor Roll!
    - **Inclusive Schools Week (December 2022):** ACMs worked together with local school systems to offer in-person programming to celebrate inclusion and acceptance in schools.
    - **Inclusive Youth Leadership Summit (January 2023 and June 2023):** Designed for high schoolers of all abilities, the virtual Youth Leadership Summit welcomed students from across the state, to take part in activities to better understand their leadership styles, how to run effective meetings, inclusion and inclusive language, public speaking, and project planning. ACM Megan Larson led sessions on public speaking and

inclusive school communities, engaging students in meaningful discussion and fun activities. In June 2023, Megan co-facilitated the program's first in-person Youth Leadership Summit for 35 students in the Bayside Conference (Eastern Shore, MD).

- **Spread the Word: Inclusion Day (March 2023):** Formerly "Spread the Word to End the Word," Spread the Word: Inclusion challenges students and staff to commit to more inclusive words and actions. ACMs led the campaign, coordinating t-shirt sales, online pledges, and many other activities. ACM Abi Bauman led efforts to include elementary schools in this program, which was a success!
- **Unified PE and Young Athletes Program (September 2022-May 2023):** Thanks to Abi Bauman's (ACM) efforts, 607 students participated in Special Olympics Unified Physical Education during the school day, and 5,124 children with and without disabilities participated in the Young Athletes Program. Abi led coach and teacher trainings, observed classrooms, and worked closely with teachers to ensure proper implementation of program and methods.
- **Future Champions Curriculum:** Using Maryland State Physical Education standards as a guide, Abi (ACM) created and trained educators on the new Future Champions program, a specially designed young athletes' program for children under the age of 3 (or who find these activities developmentally appropriate).
- **Maryland Banner Recognition:** Megan Larson (ACM) worked closely with Melissa Kelly (staff), implement Maryland Banner recognition for schools in Maryland. Maryland Banner Recognition is given to schools before National Banner Recognition and is awarded for exceptional efforts in Unified Sports, Inclusive Youth Leadership, and Whole School Engagement.
- **Adapted PE Sports League:** Allison Boyd (ACM) has worked closely with Adapted PE staff in Baltimore City public schools to administer the APE Sports League. The program has been able to offer 2 sessions of bowling, ice skating, and track and field season! In the Spring, the APE Sports League culminated with Spring Games, a 2-day, 600-student Track and Field Meet at Poly-Western High School.

- **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, Abi has led fitness challenges, group fitness classes, and helped with healthy cooking demonstrations, providing direct service and health education to athletes.
- **Community Sports:** Working with Volunteer Leadership, Lindsey and Allie (both ACMs) helped coordinate the following sports seasons in their respective counties. Following return to play protocol, the program ensured athletes and coaches participating were able to enjoy the sports they love in the safest possible environment.

  - Lindsey led efforts in volunteer recruitment for the state bowling tournament (November and December 2022) and served as a coach for tennis and basketball!
  - Megan served as a tennis coach and coordinated volunteers for the Howard County Softball Tournament.
  - Successful spring sports season culminated in a 1,000+ participant games at Towson University competing in Softball, Cheerleading, Track and Field, Bocce, and Swimming

Participant Numbers (August 15, 2022-August 14, 2023)

- Online Participation: 56
- In-Person Participants: 15,588 (inclusive of athletes and unified teammates)
  - With Intellectual and Developmental Disabilities - 6,433
  - Without Intellectual and Developmental Disabilities - 9,166
- Volunteers Engaged: 2,975

Asian American Center of Frederick (AACF)

The ACMs serving with AACF focused on engaging minority and immigrant seniors in services, citizenship training, identifying and designing programs to meet the needs of the immigrant populations within Frederick County as well as were involved in the development of cultural awareness through programming.

ACM Maria served to identify low income and marginalized members of the community who needed dental and other medical services. Once identified she provided them with resources to help meet their immediate needs. Several clinics and educational programming were offered during the year. Maria stated, "I have learned so much about myself during this time of service; I feel stronger, more confident, and capable of far more than I realized. Being a member of AmeriCorps. ASTAR has changed my life by opening doors to reinforce my passion and achieving my dreams while doing work that I love and that serves others. I am so thankful for this opportunity."

Rabia (ACM) directly served with the citizenship service program providing a direct line to citizenship and legal services throughout the community and various counties. Rabia focused on ensuring data was properly collected and tracked for the ESL and Citizenship classes. She created several master files for data collection, attendance reporting for community members, data outreach, applications filed, to streamline communications for efficiency and standardization as well as helped translate and create documents in Spanish for a quicker referral process.

Arshad (ACM) provided financial literacy support to the community as well as to programs during the year. Elly (ACM) expanded her outreach to homebound and elderly. She offered several Majong events for small groups of seniors across Frederick County. She developed additional programs to reach more seniors in the community as well as identify new needs.

In addition to the full and half-time ACMs, AACF supported a few education award only members (EAO) who provided research within the counties served and across Maryland in an effort to gain additional research of the needs of the minority and marginalized communities in Maryland. These members provided data to support the need and evidence of the scope of the need spanning beyond Frederick County.

Additional programming that ACMs provided assistance with development and/or implementation included but was not limited to:

In the Streets Festival – In September, ACMs, along with other AACF departments, took part in the annual In the Streets festival in Frederick, Maryland.

YMCA Seniors Expo - On September 12, 2022, AACF sponsored and participated in the YMCA Seniors Expo, held at the YMCA Center on North Market Street. The Expo was well attended and a great networking effort for AACF connecting the programs with the community and local representatives.
Frederick Health Fair - On October 15, 2022, AACF, in conjunction with Frederick Health Hospital, held its 15th Annual Health Fair. ASTAR ACMs along with AACF staff helped facilitate more than 800 people who attended and received free health screening with no insurance requirement.

Key Stadium Turkey Giveaway - On November 22, 2022, ACMs along with other community support assisted with a pre-holiday turkey giveaway held at Harry Grove Stadium.
2023 MLK Day of Service Project – In January 2023, AACF ACMs served alongside other ACMs and over 400 community members in multiple service events. One event ACMs assembled gift baskets that were delivered to eight local healthcare and first responder locations that included five firehouses and three locations associated with Frederick Memorial Hospital. Another event, they served with ASTAR at the Church of Jesus Christ and the Latter-Day Saints for three hours making blankets, cards, supporting a Kindness Wall and other activities alongside the community they serve.
Immigrant Food Shopping - February 20, 2023, ACMs assisted with the project where clients were selected to participate in a recent immigrant grocery shopping event organized by Trinity United Methodist Church. Five immigrant families were selected for the program and were each provided with hundreds of dollars' worth of food.
AmeriCorps Week - To celebrate ACMs and their contribution to the Frederick community, AACF partners (including ACMs) donated toys to the residents of Advocates for Homeless Families, a local nonprofit organization that shelters homeless families and provides them with a pathway to future success. The donation took place on March 17, 2023. Afterward, ACMs and other volunteers were formally honored at City Hall by the Mayor of Frederick.
O'hana Family Support Services Center - On March 26, 2023, ACMs helped celebrate the announcement of AACF's new Family Support Services Center with many local dignitaries in attendance at the Hillcrest Community Center.
All Saints Street Block Party – Annually in May this neighborhood block party is organized by Reverend Groover of the Asbury United Methodist Church. The event supports the largely black community along All Saints Street.

Evergreen Heritage Center: Pre K-12 Program support provided by ACMs serving with Evergreen has been invaluable. Contributions have included but are not limited to expanding the scope of programming, outreach to additional individuals, bringing new programs into place and helping to support and develop virtual programming for further outreach.

Below are several highlights of several programs and initiatives that ACMs have been directly involved in during their term of service.

- **6th, 8th, Earth Science, Chemistry**
  - Development, preparation, and implementation of classroom and schoolyard programs were completed with the help of ACMs.
  - 6th Grade (613 students), 8th grade (574 students), Chemistry (564 students), and Earth Science (487 students) participated;
  - Per pre/post-tests, science literacy increased by 26-50%.
- **Elementary Edibles**
  - ACMs supported the development of, preparation for, and implementation of in-school gardening programs for all 14 Allegany County elementary schools (3,941 pre-K through 5th grade students versus 3400 last year).
  - 95% tasted their vegetables and 2/3rds voted they liked or loved them!
  - ACM support enabled expansion to include all pre-K.
- **Arts in the Schools**
  - ACMs supported the development of, preparation for, and implementation of Nature of Art programs for all 3rd (583 students), 4th grade (591 students), and 5th grade (601).
  - Attendance sheets were compiled.
- **After School (elementary and middle school)**
  - With AmeriCorps support, four programs were developed and conducted;
  - 601 elementary and middle school students participated.

Outdoor School (5th grade): ACMs supported the participation of 523 students.

- **Head Start (Allegany and Washington County)**
  - With ACM support, 3 video-based programs were developed and delivered/conducted for all Allegany and Washington County Head Start (500 students) and Allegany County children also participated in an EHC field trip.
  - **Summer Discovery Camp**
  - 50 children participated and campers increased their science literacy by 42% (per pre/post tests.

PAWS Pantry is a food pantry on Frostburg campus designed to support students in need of emergency food supplies. ACM Katy provided direct services through the food bank, which included food collection, distribution, planning of programs and working with the university to secure meal cards.

Katy did a phenomenal job at the pantry last year! During the 22-23 program year, Katy distributed 15,493.3 pounds of food. 362 (unduplicated) customers visited the pantry 1,695 times from August 15, 2022, to August 14, 2023. Katy handed out 6,440 more pounds of food than the pantry distributed in the 21-22 year. Additionally, the pantry was visited 730 more times and there were 133 more unique individuals who visited the pantry. PAWS supervisor stated, she believes a lot of the increase was because of the atmosphere Katy created at the pantry; it was warm and welcoming. While this didn't happen until after her term ended, Katy coordinated with a student to have a mural painted at the pantry to make it even more fun and welcoming to those who visit. Towards the end of Katy's term, the program started working with IT on campus to design and build a new online system to track customers, pounds of food distributed, and meal cards. This system didn't go into effect until 8/15/23 but Katy's feedback and insights about what could have made her time at the pantry easier led to the new system. Hopefully it proves effective for the 23-24 year.

Frederick County Department of Health and Human Services

Shannon was an ACM placed with the Frederick Food Bank this year. Shannon made an amazing difference supporting the Food Bank's mission and the clients served. Without AmeriCorps, the food bank could not have touched so many lives in the community as they did. The additional support and knowledge that Shannon brought with her was impactful. Shannon was not just another face to her clients she was someone who could understand their needs, identify with their struggles and provide them with the understanding and knowledge that they needed to understand they were not alone. Shannon has a wonderful personality and was liked by many of our clients and staff. Her determination to provide clients with additional resources and share first-hand what was available to them within the county was wonderful. Although the Food Bank would like to provide immediate one-on-one support with all clients to meet their individual needs, it is not possible without the direct intervention and support of the ACM. Below are the statistics based on Shannon's outreach and service this year:

- 729 families and 602 individuals unduplicated
- 10,650 families/individuals for the year
- Helped distribute 60,000+ lbs of food to these families.
- Helped served approximately 100 meals per day in the Community Table (formerly soup kitchen)

Minimum time AmeriCorps Teams with PALS

The PALS teams serving through Frostburg State University's Education Department at USMH and Main Campus provided direct services in the areas of support in and out of the classroom. These teams of ACMs developed over 250 individual lesson plans, implemented the lesson plans they developed in the classroom and to the mentor teacher to not only provide new and unique ways to reach children but to also learn from presenting works in the classroom. In addition to the classroom hours, these teams provided additional support and outreach in the communities they served through programs such as: Harvest Hoedown, Storybook Holiday, Meet the Author,

professional development seminars, Festival at FSU and other outreach programming. Of the 23 Frostburg State University students that signed up with the PALS program to serve with ASTAR AmeriCorps in the Fall 22 semester, 15 signed up for a second term of service in Spring 23. The teams completed a total of 13,115 hours of service during the 2022-2023 program year. Several of these ACMs continued to serve in the summer; although they completed their AmeriCorps time, they helped facilitate the PALS summer programs engaging over 60 at-risk low-income children in educational programming in an effort to bridge the gap of service in the summer.

Challenge of the ECHOSTARS program:

The ECHOSTARS program struggled this year. ASTAR enrollment and retention rates were the lowest in a decade at the University. This generation of students struggles to be (and stay) engaged. They simply were not interested in attending site and didn't go to special projects so most of them did not complete their hours. We changed the program for the 2023-24 year so will not be enrolling the students as AmeriCorps members for the fall 23 semester. With the support of Student Engagement, we will work with the students who showed an interest in service during the fall semester in an effort to get them engaged and better understand the meaning of service. Then in the spring semester they will be offered the opportunity to join the ASTAR AmeriCorps team as AT members. The additional intentional time and focus will allow us to get to know the students better and their willingness and ability to commit to the requirements of the AmeriCorps program.
On a positive note, the university sees the value of this program and has agreed to make it a permanent part of Engage FSU. So, the students identified for the 2023-24 program year, although the numbers are low, they will be brought onto campus into an environment that supports service and community engagement and will be mentored during the Fall semester with the hope of enrolling them in the Spring semester as AT AmeriCorps members.

ASTAR AmeriCorps Members Hours of Service: Total 40,171 hours completed.

ASTAR	16,360.25	3 FSU students
PALS term 1	13,115	24 FSU students (23 completed)
PALS term 2	6,126.25	15 FSU students (duplicate)
ECHOSTARS	4,352.75	42 FSU students
ECHOSTARS term 2	216.75	4 FSU students (duplicate)

Enrollment Rate:			**Retention Rate:**		
AT	35 of 105	33.3%	35 filled	12 completed	34.3%
MT	56 of 75	74.7%	56 filled	49 completed	87.5%
HT	6 of 7	86.7%	6 filled	5 completed/1CPC	83.3%
FT	9 of 11	81.8 %	9 filled	9 completed	100%

Enrollment Rate Average 106 slots filled, 198 slots granted = 53.5% enrollment rate.
Retention Rate Average 106 slots filled, 31 exited without award= 70.8% retention rate

Exit Timeline of less than 30 days: ASTAR did exit one (1) AmeriCorps member outside the allowable timeline of 30 days. One (1) ACM (ECHOSTARS) was exited at 31 days due to ASTAR Staff inadvertently calculating days within eGrants. The supervisor/staff was hoping the ACM would communicate over the summer as the ACM was 3 hours away from completing. ACM did not get in touch with ASTAR staff thus was exited without the award.
Data Collection

This report captures the data and information for the ASTAR program from August 15, 2021 to August 14, 2022. In this year, ASTAR AmeriCorps members (ACMs) started and finished the 2021-22 program year with the COVID19 Pandemic still prevalent in Maryland and across the US. State-mandated restrictions on in-person events limiting the number of attendees, venues, etc. continued to affect sites for most of the year, but lessening towards the end of the program year. Initially, ACMs were aligned with the Performance Measure (PM) of Capacity Building and a focus aligned with the identified site partner or host site. For example, Evergreen Heritage Center provides STEM programming through fieldtrip-based programming for students in Allegany County. Programming shifted during the year from fully virtual to some hybrid and in-person depending on the program location, program structure and the safety of the community being served. Partnering agencies continued to modify programming to meet community needs and to reach the most community members possible. Data collection was hampered due to the inability to develop and implement adequate tools for pre and post surveying of clients. Programs relied on verbal or visual evaluations while they had the captive audience, but do not have any concrete surveys to report this year. An example of continuing to adapt can be seen with Evergreen Heritage Center. Evergreen had modified programming to reach students by providing the schools and teachers with kits and tools to still conduct programming virtually. Similarly, ACMs in school-based programs went from in-person to developing and implementing virtual instruction and support. Ultimately, ACMs were charged with assisting in the development, implementation and modification of services to meet community needs during the pandemic. At the end of the program year, 104 ACMs served either virtually or in a hybrid model of on-site and virtually; some still at a reduced schedule due to the pandemic. As the program year progressed, some ACMs moved from virtual to in-person depending on the site need and ability to ensure safety measures could be followed. ACMs served closely with their supervisors to establish a new normal. ACMs engaged in activities that include virtual models of learning, virtual fieldtrips, virtual exercise and wellness tutorials, modified food distribution programs, and other services adapted due to COVID19. ACMs strived to meet identified needs of communities including assisting with pop-up COVID vaccine clinics in the lower income communities. Several ACMs are multilingual, which proved to be critical when trying to educate communities on COVID19 and their options. As mentioned earlier, due to COVID, completion of pre and/or post surveys was inconsistent and the ability to follow up was hampered; thus, the programs focused on the pre and post survey that directly related to the Member Service Description to report the ACM's impact at their individual location. Pre and post program surveys were not part of the ASTAR Performance Measures so this did not impact the PMs. In the past they were used to show additional programming numbers and additional support of the ACMs. Scheduled trainings were modified to be virtual and focus more on the member than on a specific topic. This allowed ACMs the opportunity to virtually see each other and share successes, challenges and have a safe space to just be themselves. ACMs were encouraged to continue to train with sites as possible.

Monitoring activities: As with every year, each site has at least one supervisor designated as the point of contact for the ACMs. On average, supervisors had weekly meetings with members and were available daily as needed. This normal schedule was modified to meet the teleservice and virtual service of the members. Sites determined the schedule as needed and were responsible for maintaining communication and connection with their ACM (s) as needed. In a normal program year, the supervisors are in the same office with the ACMs so day-to-day interaction is the norm. Reporting was consolidated to only two required reports. Sites reported this change to be helpful as their plates were full of new/changing rules and regulations and additional reporting was overwhelming. ASTAR alumni leader still sent out reports in a survey style for ACMs to complete. A new structure is being developed for the 2022-23 year to better capture ACMs year, needs and outcomes. Although many ACMs did complete the reports, the information provided allowed ASTAR to reach out to those who had questions, concerns, or ideas on how to better move forward during the pandemic. ASTAR initiated meeting with ACMs every 2-3 weeks in a virtual capacity. The purpose was to make sure the ACMs knew they were not alone and to be supportive. After a few meetings, ACMs indicated they enjoyed the time to communicate, but were already overwhelmed with meetings. The ASTAR director replaced the meetings with unofficial check-ins, which ACMs seemed to appreciate.

ACMs played a pivotal part in providing supervisors with information related to what they accomplished during the virtual service year. ACMs assisted the supervisors with the information gathering and data collection for reports. Updates are sent via email by ASTAR to supervisors and members to ensure everyone is informed. Joint conference calls between the ASTAR Director and all site supervisors are conducted routinely. Some sites requested additional calls to check in as they were newer to the portfolio. Others reached out as they needed to not add another meeting to their very busy schedules. It became obvious in all aspects of the virtual world if it can be sent in an email, then do not hold a virtual meeting.

Performance Measures

PM 1 Capacity Building Objective utilizing full and half-time AmeriCorps members
Capacity Building & Leverage Organizational Capacity Building
#MSYs 14.50 (17 ACMs)
Problem Statement
There has been an increase in demand for services from nonprofits that support impoverished areas, including western MD, with a majority of the nonprofits in the region reporting they are unable to meet this increased demand.

Selected Interventions: Resource Development
ASTAR is a scatter site program requesting 12 full-time, 5 half-time, 75 minimum time and 105 Abbreviated Time ACMs serving approximately 35, 20, 12, and 4 hours per week, respectively. ASTAR partners with existing local nonprofit organizations which provide a direct benefit to vulnerable populations in Maryland. ACMs help grow nonprofit capacity, so more community members can receive needed services. ACMs primarily build capacity through activities that expand the scale, reach, efficiency, and effectiveness of partner sites. ACMs receive a variety of general and site-specific trainings that prepares them to provide structured service that supports the mission of partner sites and enables them to increase, expand, or enhance their activities by creating new programs and finding resources to support existing programs. Goal setting through a Collaborative Concept Mapping (CCM) activity and Member Service Descriptions (MSD) are an integral component in assisting site supervisors of FT and HT members to identify targeted areas of member service based on discussions of site needs, member interests, and member expertise.
G3-3.4: Number of organizations that received capacity-building services
Output Target 8 Measured By Tracking System
Instrument
ACMs will provide capacity-building service activities for at least 8 organizations. ASTAR will track progress by counting the number of organizations where ACMs serve. ASTAR will enter all partner site data into the database as part of the ACM enrollment process. ASTAR focuses on building the capacity of individual organizations: however, progress is not based on exceeding the target number of partner sites but rather on meeting the target. Partner site eligibility is determined through the provided definition of CNCS-sponsored organizations. Non-duplication of data is ensured by not counting the same site twice, regardless of how many ACMS are serving at the site. In multi-faceted agencies, such as state/city governments, institutions of higher education, etc., organizations will be considered the focus area within the agency/department. (i.e. Parks & recreation Department of the City of Frostburg).
Outcome G3-3.10 Number of organizations that increase their efficiency, effectiveness, and/or program reach
Target 8 Organizations
Instrument
This outcome pertains to capacity-building efforts in organizations hosting at least one FT or HT ACM. These sites aim to achieve results beyond program-defined short-term outcomes of increasing an organization's effectiveness, efficiency, and/or program scale/reach and meet the mid-term goal of assisting the organization in reaching its mission and goals. ASTAR will track ACM progress toward effective building activities through pre- and post-assessments of partnering site organizations incorporating Goal Setting and Member Service Description (MSD) progress. As part of the application and training process, site supervisors, with guidance from ASTAR staff, will engage in a CCM activity to develop goals for the service year. The goal-setting activity culminates with site pre-assessment, in which site supervisors identify areas in which the organization wants to expand and/or improve. Up to three identified areas will then be included in the site pre-assessment and MSD. At the end of the service year, site supervisors will refer to the MSD and identify activities in the pre-assessment while completing a post-assessment based on the ACM's achievement of selected goals. Site supervisors will explain the
extent to which ACMs have provided organizational support and how those supports have made the organization more effective.

PM 2 Organizational Support Minimum Time Members
Focus Area Capacity Building Objective Capacity Building & Leverage Organizational Support MT
MSYs 21.78 = 180 MT & AT AmeriCorps members
Problem Statement
There has been an increase in demand for services from nonprofits that support impoverished areas including western MD, with a majority of the nonprofits in the region reporting they are unable to meet this increased demand.
Selected Interventions: Organizational Support
Interventions
The second objective related to capacity-building efforts in organizations focuses on those hosting Abbreviated Time (AT) and Minimum Time (MT) ACMs. 105 AT and 75 MT ACMs serving approximately 4 and 7-12 hours per week, respectively to provide program support to organizations. AT and MT ACMs receive training in nonprofit operations, site-specific programs, and the purposes of national service. Training in those areas prepares AT and MT ACMs to provide additional support to existing organizational operations and programs. AT and MT
ACMs are included in a separate objective because, although AT and MT ACMs can provide support to existing programs, their invested time is generally insufficient for developing or creating resources in the organization. In multi-faceted agencies such as state/city governments, institutions of higher education, etc., organizations will be considered the focus or local area within the agency (i.e., Parks and Recreation Department of the City of Frostburg).

G3-3.4 Number of organizations that received capacity building services
Target 22
Instrument

AT and MT ACMs will provide capacity-building service activities for or through at least 22 organizations. ASTAR will track progress by counting the number of organizations where ACMs serve. ASTAR will enter all organization data into an in-house database as part of the ACM enrollment process. Because ASTAR focuses on building the capacity of individual organizations, progress is not based on exceeding the target number but rather on meeting that target. A nonprofit or government agencies' eligibility to host ACMs as an organization is determined through the provided AmeriCorps definition. Non-duplication of data is ensured by not counting the same organization twice, regardless of how many ACMs are serving at the site.

Outcome G3-3.10A Number of organizations that increase their efficiency, effectiveness, and/or program reach
Target 22
Instrument
ASTAR will track AT and MT ACM's progress toward capacity-building activities through post-assessments. Site supervisors will explain the extent to which ACMs have provided organizational support and how those supports have made the organization more effective, efficient, or increased programming. Modules/trainings in three key areas: the history and purpose of national service, nonprofit operations and support, and means of measuring impact. Because ASTAR focuses on building the capacity of individual organizations, progress is not based on exceeding the target number but rather on meeting that target. Partner site eligibility is by CNCS definition- supported organizations. Non-duplication of data is ensured by not counting the same site more than once, regardless of the number of ACMs serving. In cases where a MT and/or AT ACM serves at an organization also hosting a FT or HT ACM, that organization will be counted under the resource development performance measure.
Performance Measure Results
G3-3 10A
MET Objective: ASTAR reached 11 out of 12 programs, reporting an increase in one or more of these areas. UNMET in relation to the number of AmeriCorps members that were enrolled/retained and assigned to serve in this Performance Measure.

- VOICE did not due to ACM leaving service early.
- PAWS increased in one area, which is what is needed to be counted but overall, the POST showed no increase in one of the two target areas. ASTAR will work with this site to determine what needs to be done to show improvement for the 2023-24 program year.

G3-3.4
MET Objective: ASTAR reached 24 out of 26: UNMET regarding the number of ACMs enrolled/retained in this Performance Measure.

- One (1) school was not counted because it was not a Title 1 school.
- One (1) survey not completed fully.
- There were three (3) additional ACMs with POST assessments, but they served in a full-time organization too. Although they were not at the sites with the other members, I did not count them, so be certain to report organizations that could be clearly identified.

3.1: The Office of Civic Engagement actively seeks outside funding, including donations and grants. This year, the office received the following grants and donations.

- Received $3,900 from the FSUF grant to support our Civic Learning & Democratic Engagement series
- Received $3,850 from the FSUF to support the Global Civic Leaders program and Civic Engagement

- Received $3,787.50 from the FSUF grant to support the ECHOSTARS Textbook Scholarship. Rolled over approximately $3700 from the 2021-2022 Textbook Scholarship
- Received $2,250 from FSUF for a second freezer.
- Received $5,224 from the MD Food Bank and $1,409 from the SGA Reserve Account for the installation of a community garden
- ASTAR grant year 2022-2023 was awarded at a total of $914,492 with $457,247 in federal funding.
- During the year, ASTAR applied for a competitive grant for the 2023-2024 year and was awarded a total of $799,920 with 559,608 in federal funding. As part of this funding, ASTAR was able to reduce the match requirement for the grant from 50% to 34%.

How have the results impacted 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 continues to be impactful and has been improving in attendance and involvement from students but has not yet returned to pre-pandemic attendance levels. The focus for the upcoming year will continue to be marketing these opportnities to better reach a broader base of students as well as focusing on built-in audiences like classes, and adding more special programs such as guest speakers and candidate forums.

Due to low completion rate of the ECHOSTARS program the decision has been made to adjust the program to focus more on engagement than solely service. The program is being removed from the ASTAR AmeriCorps program to allow for greater flexibility in activities completed by the members of the program. The core concept of creating a living community of like-minded individuals interested in making a positive change will continue.

Volunteerism on campus as a whole has begun to improve after a decline during and after the COVID-19 pandemic. Efforts to promote service opportunities provided by the community as well as offering University service programming will continue with a focus on engaging student organizations in service.

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 while increasing student use of the pantry and the meal card initiative.

As the program transitions from an AmeriCorps service program to a broader university engagement program, we will be adding additional trainings focused on leadership & engagement while continuing to offer the IHE classes & seminars, fall training, study halls, and team-building opportunities that have been a cornerstone to the successful retention rate of the program over the year.

As ASTAR moves into its second year as a competitively funded program it will continue to have a focus on working with a professional evaluator to improve assessment of the entire program. Current assessment efforts show the impacts of the program on their identified national performance measures but do 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 as well as preparing for our competitively funded required program assessment in year three of funding.

2. Fiscal resources on campus continue to be finite based on enrollment challenges that are being similarly experienced by small, regional, comprehensive, public institutions of higher education. A significant level of our budget is based on student fees, therefore, we will continue to seek grant opportunities to fund our important student engagement efforts.

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

Each year, the goals and action items are shared with the Student Engagement 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, feedback, 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 receive feedback and demonstrate our commitment to transparency and process improvement.

Evidence, artifacts, and or back up documentation:

Attached Files

- 2022-2023 Volunteer Tracker.xlsx
- ASTAR Member PSO On boarding Survey 2022-2023_October 11, 2023_12.24.xlsx
- ASTAR Member Mid-Year Program Evaluation 2022-2023_October 11, 2023_12.24.xlsx
- ASTAR Member Training Needs survey - 2022-2023_October 11, 2023_12.24.xlsx
- ASTAR PALS Member Training Needs survey 2022-2023_October 11, 2023_12.23.xlsx
- ASTAR Member End of Service Year Survey & Exit Interview 2022-2023 (members)_October 11, 2023_12.25.xlsx
- ECHOSTARS Spring Training 2022-2023 Post-Assessment_October 11, 2023_12.21.xlsx
- ECHOSTARS Spring Training 2022-2023 Pre-Assessment_October 11, 2023_12.20.xlsx
- ECHOSTARS End of the Year Program Evaluation 2022-2023_October 11, 2023_12.22.xlsx
- ECHOSTARS Fall 2022 Post-Assessment_October 11, 2023_12.22.xlsx
- ECHOSTARS Fall 2022 Pre-Assessment_October 11, 2023_12.21.xlsx
- PM MT Post Assessment Service Year 2022-2023_October 11, 2023_12.27.xlsx
- PM Pre-Assessment_Service Year 2022-2023_October 11, 2023_12.26.csv
- Team Leader and RisingSTAR Fall 2022 Post-Assessment_October 11, 2023_12.20.xlsx
- PM Post-Assessment Service Year 2022-2023_October 11, 2023_12.26.xlsx
- Team Leader and RisingSTAR Fall 2022 Pre-Assessment_October 11, 2023_08.59.xlsx
- Town Hall Survey Results Fall 2022.xlsx
- Times Talk Survey Results Fall 2022.xlsx
- Campus Voter Engagement Plan - Frostburg State University - 2022 (May).pdf
- Frostburg State University - NSLVE Report 2020-002072.pdf
- Congressional D6 Poster 17x11 F22.pdf

Lane University Center

Lane University Center & Event Services Annual Report FY 2023

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: Administrative Efficiency
SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.

Start: 07/01/2022

Providing Department: Lane University Center

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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, 2022 - June 30, 2023), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).
SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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, 2022 - June 30, 2023), 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, 2022 - June 30, 2023), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- The results were assessed an examination of the professional development opportunities offered to LUC staff as well as the involvement of staff in professional associations.
  - Quantitative Data on the Number of Programs/Opportunities Offered
  - Quantitative Data on Involvement in Associations

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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

What were the results?:

SCI Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 74 student staff who worked a combined total of 21,966 hours and 20 minutes. This is a statistically significant decrease compared to the last assessment period's 67 student staff who worked 19,333 hours and 28 minutes combined. These increases can be directly attributed to the decline of the COVID pandemic which resulted in an increase in events and the move of the University Box Office and Conferences and Events to the LUC operational umbrella.
- 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 institutions' 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 about fiscal year vs. calendar year upon implementing Compliance Assist. This program included a Virtual Training and Orientation Program that students completed online before attending an in-house and in-depth training program. Followed by on-the-job training and recurring developmental opportunities throughout the academic year, the SEE Program represents a well-considered plan for the student employment process.
- The Student Employee Experience Program (SEE Program) establishes and reinforces that working for the Lane University Center provides several benefits, including opportunities to support lifelong learning and the development of transferable skills. In addition to learning about their area of responsibility within the University Center, students had the opportunity to participate in training opportunities to further their success in their current position and to make themselves a competitive candidate for 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 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 revising the Virtual Training and Development Program.
- Due to 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 where improvements can be made for future assessment cycles.
- The Student Employment Experience program was impacted by the restructuring which occurred to move the University Box Office and the Conferences & Events areas under the Lane University Center operational umbrella. This resulted in increased opportunities for the creation of materials, processes, and incremental modifications to assessment for these new operational areas.

SCI Goal 1, LUC Action Priority 2 (Professional Development): During the Assessment Cycle (July 1, 2022 - June 30, 2023), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- During the assessment period, a continued 41% cut to the operating budget was experienced along with an additional nearly 50% budget cut by the Vice President of Student Affairs from the Lane University Center's operating budget to fund other initiatives in the division. This resulted in the reallocation of other student fee budgets to cover operational expenses. Even facing these extreme budgetary challenges, 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.
- Additionally, staff were invited to participate in additional virtual conference opportunities through Cvent, one of our software providers geared towards the event industry.

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2022 - June 30, 2023), the Lane University Center (LUC) will assess patron needs and preventive maintenance requirements for the facility, with a focus on the Game Room, Lounge Areas, Fitness Center, and meeting venues.
Overall Facility, Lounge Areas, Meeting Venues:

- As also noted during the last assessment period, one highlight which was identified in our assessment efforts was the improvement made to the Overall Program Effectiveness as measured by the 2017 ACUI/Skyfactor/Student Center Assessment. Data indicated a marked improvement to 62.2%, when compared to 2016's 59.2%. While an improvement was shown, it does indicate the need for continued work in a variety of areas to maintain or increase our Overall Program Effectiveness.
- As noted during last year's assessment cycle, the 2017 ACUI/Skyfactor/Student Center Assessment indicated a decrease in Union Cleanliness, going from 83.8% in 2016 to 79.8% in 2017. While this still ranks our operation above other institutions within our Carnegie Classification, it did indicate an area which should be improved upon moving forward. As a result of last year's assessment data, increased fiscal and human resources were devoted towards this outcome. Specifically, increased work orders were submitted for repair items and increased LUC staff time being devoted to inspecting the facility for cleanliness.
- As with previous years, this assessment period also saw our operation, as many on campus, being required to do more with less. Increased workload decreased the professional staff availability, and in general more human resources were required to complete tasks which previously were obtained with more ease. During this assessment cycle, we did experience a 33.33% turnover in professional staff due to retirement. Unfortunately, we did not receive Divisional approval to fill that vacancy and are now operating while only being staffed at 75%, with two vacant positions.
- During the assessment period (July 1, 2022 - June 30, 2023), the Lane University Center saw 567,221 visitors to the facility compared to an attendance last year of 451,936. This represents an increase of 25.5% increase from last year's visitor count.
- In terms of meeting venue usage, this year the Lane University Center saw 3,030 bookings compared to 2,742 bookings during the previous assessment period. This data indicates a 10.5% increase.

Game Room:

- During the assessment period, 156,055 patrons utilized the Game Room, compared to 40,734 patrons last fiscal year, representing a 283% increase.
- 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. A contactless survey was delivered in the area via a scannable QR code which returned no responses.

Fitness Center:

- During the assessment period, the LUC AstraZeneca Fitness Center saw 16,714 visitors, an increase of 28% from the last assessment period's count of 13,009 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 renovation of the area to add a meditation room.
- Regarding the meditation room, this space saw 1,878 visitors, compared to 690 during the previous assessment period. This increase can be attributed to the traffic count spanning an entire operational year vs. the previous period which saw the launch of the space and did not allow for a full year's data collection.
- 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. A contactless survey was delivered in the area via a scannable QR code which returned no responses.
- As with the previous assessment report, funding has still not been allocated for the operation, up-keep and repair of the area. Based on this limit on our resources, we were able to reallocate resources from other operational areas to meet the needs of this area for the current assessment period. To mitigate the impact on this resource reallocation, existing staff in other areas (Game Room, Information Desk, Reservations Office, and Building Managers) were used to supplement area staffing for cleaning and maintenance of the area. This supplemental staffing greatly increased our staffing coverage of the area to enhance the staffing provided by the three 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 continued 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 the Lane University's Student Employment

Experience Program. Specifically, with regard to fiscal resources, continued 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 which was successful through a restructuring that moved the operation of this area under the Assistant Director of Operations. This resulted in an observed significant decrease in the "time-to-repair" for damaged or broken equipment.

SCI Goal 3, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3,030 bookings compared to 2,742 bookings during the previous assessment period. This data indicates a 10.5% increase.
- 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 $2,499 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 continues to see 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.
- 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 (66.67%).
- The post event assessment also indicated that a vast majority of respondents (83.33%) believed that the LUC provided excellent service in making a reservation as well as (78.57%) strongly agreeing that excellent follow through was provided with event requests, both representing increases from the previous assessment period. The assessment also showed that 100% of respondents either agreed or strongly agreed with the above statements.

SCI Goal 3, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 2022 - 2023 fiscal year, the Lane University Center actively engaged in pursuing external funding sources. During this assessment period, $107,410.28 in facility fees and service charges were billed compared to $94,587.24 during the previous assessment period. This represents a 13.57% increase when compared to the previous assessment cycle.
- The revenue generated is used to offset personnel costs and provides minimal support to the overall operations of the Lane University Center.
- The Lane University Center also actively pursued grant funding. Unfortunately, yet again, this year did not see a call for proposals for 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. With no grant cycle being announced for these awards, the LUC was unable to devote resources towards this endeavor given the other priorities identified within this annual report.
- This assessment period also saw our reliance on Federal Work Study funding continue with $6,000 in funding being received to support the operation. This was a statistically significant decline of 75% which could the correlated to the challenges encountered by the Financial Aid Office with awards during the assessment period.
- During the assessment period, the Lane University Center was fortunate enough to receive a Frostburg State University Foundation Opportunity Grant which was requested to support SCI Goal 1, LUC Action Priority 1 which is the Lane University Center's Student Employee Experience Program. Through our award of $4,660, we were able to continue to invest in the creation of our own internal portable teambuilding course and deliver this program to our student employee team.
- Additionally, during the assessment period our Assistant Director of Operations (Colin Downey) was able to engage in cost-savings by performing many repairs in-house. When the cost of said repairs was compared to the replacement costs of the item in question, the repair cost by performing these repairs in-house resulted in a 99.79% savings compared to the replacement costs for total savings of $9,586.79.
- While not of our own volition, we continue to experience a significant cost savings estimated at $65,000 occurred due to a vacancy in our original Assistant Director for Event Services Position. While this resulted in a fiscal savings, the human resources implications were dramatic and other areas and responsibilities severely suffered as a result of this vacancy. Duties from this position were temporarily absorbed by the Director – where possible – and other duties went uncovered. Following the resignation of the Director of Conferences & Events position in January, this position was rescoped to include both positions responsibilities in one position which was subsequently filled.
- The Lane University Center & Event Services was also extremely fortunate enough to apply for and receive a secondary Foundation Opportunity Grant in the amount of $4,822 to support audio visual equipment replacements in various areas of the Lane University Center.
- Also during the assessment period, the Lane University Center applied for – and received – a Maryland DHCD Community Safety Works – Facility Improvement grant in the amount of $24,916. These funds supported the installation of additional physical security measures and access control card swipes for student organization access, dramatically improving the student experience with regard to easy access to their office space.

How have the results impacted 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, 2022 - June 30, 2023), 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 continue to 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, 2022 - June 30, 2023), the LUC will deliver a professional development opportunities to professional staff and will maintain active involvement in professional associations, specifically the Association of College Unions International (ACUI).

- This action priority will continue into the next assessment period given its importance to the operation and the development of staff and its impact on the operations development as a whole. While fiscal resources may limit the amount of conferences attended, this is a critical component of staff development and fiscal resources will be reallocated to allow for these professional development opportunities. 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 which can be delivered at no cost to the department.

SCI Goal 2, LUC Action Priority 1 (Facilities and Services): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 3, LUC Action Priority 1 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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. During the next assessment cycle, additional resources will be allocated towards additional opportunities for software integrations to continue increasing efficiencies and decreasing overall costs.
- 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.
- 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 3, LUC Action Priority 2 (External Funding): During the Assessment Cycle (July 1, 2022 - June 30, 2023), 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 for feedback and consideration. Following the restructuring in April, communications continued with the Lane University Center & Event Services staffs. 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, 2022 - June 30, 2023), the plan has been referenced at various stages in the development, implementation, and results period at one-on-one meetings, department staff meetings, email updates, at the Departmental All Staff Meetings, Exempt Staff Meetings, and during student-staff meetings for the purpose of feedback and consideration. 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

- AC Lighting ColorCharge Quote - Cost Savings Reference.pdf
- Fitness Center Stats and Graphs.xlsx
- Meditation Room Stats and Graphs.xlsx
- In-House Repair Cost Savings FY23 and FY22.xlsx
- Donna Briner Personal Professional Development.docx
- LUC Events FY2023.xls
- External Groups and Revenues FY 23 vs FY 22.xlsx
- Chart-2023-10-02 Fitness Center 2.pdf
- Benchmark Metrics Report.pdf
- Foundation MOU - SIGNED.pdf
- Flanagan 30771 - LUC Student Employment Experience Program - MOU.pdf
- LUC Room Utilization.pdf
- LUC Room Statistics.pdf
- LUC Sales by Resource - Discount.pdf
- LUC Sales by Resource - Net.pdf
- LUC Sales by Resource - Gross.pdf
- LUC Sales by Resource.pdf
- payroll_20230705.csv
- Table-2023-10-02 Game Room 2.pdf
- RE_ Federal Workstudy.pdf
- Table-2023-10-02 Fitness Center.pdf
- Table-2023-10-02 Game Room.pdf
- Yearly Traffic Comparison 2022-2023 to 2021 - 2022.pdf

Student Life

Student Life Annual Report 2023

Specify your Division/Department Goals Priorities.:

Student Affairs/Student Life Strategic Goals:

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. Provide campus environments that foster student wellness and development.

Start: 07/01/2022

Providing Department: Student Life

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Student Life Action Priority 1: Fraternity and Sorority Life will develop, implement, and assess the 2022-2023 President's Academy Training Program

Student Life Action Priority 2: Student Life will develop and implement a comprehensive programming series for the 2022-2023 academic year that includes programming from the University Programming Council.

Student Life Action Priority 3: Student Life will develop and implement a comprehensive Leadership series in the 2022-2023 academic year with a goal of increasing student leaders on campus.

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

Student Life Action Priority 1:

- Collect data on the number of attendees and types of tools used during Academy.
- Complete a reflection on attendees.

Student Life Action Priority 2:

- Collect data on number of programming.
- attendance at programs.

SCI Goal 1, Student Life Action Priority 3:

- Collect data on number of leadership programming.
- attendance at leadership programs.

What were the results?:

Student Life Action Priority 1:

Frostburg State University boasts a diverse group of sixteen organizations that collectively constitute our Frostburg State Fraternity and Sorority Life sector within in our organization area. These organizations encompass Sigma Alpha Epsilon, Pi Lambda Phi, Phi Mu Delta, and Kappa Delta Rho, Alpha Sigma Tau, Delta Zeta, Alpha Sigma Alpha, Iota Phi Theta, Kappa Alpha Psi, Phi Beta Sigma, Delta Sigma Theta, Zeta Phi Beta, Alpha Phi Omega, Delta Sigma Pi, Phi Sigma Pi, and Phi Mu Alpha. These entities are categorized into four distinct groups, namely the Inter-Fraternal Council, College Panhellenic Council, National Pan-Hellenic Conference and Professional Organizations.

The overarching aim of the two-day Academy, which took place at the Comfort Inn in Grantsville, Maryland is to furnish chapter presidents with invaluable opportunities to cultivate their leadership skills, master the art of effective member recruitment, orchestrate successful events, and adeptly oversee their respective organizations. The knowledge accrued during this immersive experience is poised to empower each president to foster the growth and development of their individual chapters at FSU. Within this transformative Academy, participants will engage in reflective exercises to assess their personal strengths, creative programming skills, explore avenues for risk management, and identify areas for enhancements.

Collect data on the number of attendees and types of tools used during Academy. Complete reflection.

The assessment process for the chapter President's Academy training involved a multi-step approach. Initially, each chapter president completed an online personality assessment, which provided insights into their natural preferences, strengths, and weaknesses. This understanding was crucial for improving leadership skills, group dynamics, and decision making. The training also featured educational sessions where participants engaged in role-playing, communication skills, teamwork, and problem-solving activities. The program was inspired by the TV show Survivor, challenging participants to step out of their comfort zones, fostering critical thinking and relationship building.

To gather feedback on the training effectiveness, a reflection survey was administered at the end of the program. The results were reviewed individually with the Assistant Director of Organizations who helped participants set personal goals and action items. Additionally, the reflection data contributed to refining future training and assessment methods. As a final assessment, participants engaged in a reflective exercise at a historical location associated with George Washington, drawing parallels between their role as chapter presidents and the first U.S. president's leadership.

For risk management training, participants completed an online course followed by a final examination, ensuring a strong understanding of university and national policies. Chapters are assessed annually to verify policy implementation.

The reflection from the President's Academy training program demonstrated significant positive outcomes. The feedback from the participant indicated that the training had a profound impact. The academy fostered a sense of community and trust, helping participants develop conflict resolution skills and improved approaches to addressing chapter conflicts. The personality training component was consistently praised, as it empowered students to gain self-awareness and understanding their reactions in various situations. They learned to identify complementary personalities within their chapters and align roles for greater success (see 2023 FSL Retreat Reflections attachment).

The training materials provided, including manuals, handouts, and the book "Motivating the Middle" by T. J. Sullivan, offered valuable resources for participants to take back to their chapters/ The book's emphasis on motivating and praising members who may not always actively participate resonated with the students.

"Operation Open Space" served as an effective platform for participants to openly discuss issues, leading to a heightened awareness of shared challenges and the ability to collaborate and seek solutions collectively. The historical perspective tied to President George Washington's legacy added an extra layer of experiential learning, making participants more aware of their local community's rich history and the leadership qualities required in their roles as emerging leaders.

In the realm of risk management training, it is commendable that all members successfully passed the course examination. Additionally, the demonstrative portion of the training was paced by all, no need for remedial support. These results show the effectiveness of the program in equipping participants with essential risk management skills.

In summary, the academy training program achieved remarkable success in fostering community, enhancing self-awareness, and building leadership skills among participants. The integration of historical context and robust performance in risk management training further demonstrate the program's positive impact.

Student Life Action Priority 2:

The office of Student Life takes extraordinary pride in its commitment to enhancing the overall college experience for students. Throughout the academic year, we strived to offer a diverse range of engaging experiences beyond the classroom. Although budget constraints prevented us from sponsoring a spring concert, our efforts were not in vain, as evidenced by the success of events like Spring Fest, Iota Theta Stroll Comp, After Darks, Bingo Nights, and the Family Weekend Carnival. These programs attracted students and showed our dedication to fostering a vibrant campus community.

Collect data on number of programming and attendance at event.

In the response to the statement regarding the collection of data on the number of programming and attendance at programs, the University Programming Council, Student Life, and LEADS have undergone significant changes this year, primarily due to budgetary constraints and shifts in professional staff member supervision. This has resulted in a notable decrease in the number of programs planned and implemented by the Council, with a count of twenty-eight programs this year compared to the previous year's fifty-four programs. The total attendance figures also saw a significant drop, with 3,429 patrons attending which is lowest it has been. We did see an increase in student organization and fraternity and sorority life programming (over one hundred events) that offset the decrease in programming from the Council.

However, it is worth noting that the average attendance per event increased, with an average of 122.46 patrons per event this year compared to 97.75 patrons in the previous year. Notable events such as the Iota Phi Theta Stroll Comp and Spring Fest attracted substantial attendance, with 468 and 355 attendees, respectively, indicating the continued interest among students.

Additionally, the central office, represented by the LEADS team, a new programming organization in the area offered a variety of events that focused on student organization leadership, awareness, and professional development. These events, which included National Coming Out Day, Student Involvement Fair, CPR trainings, and support for the Leadership Retreat, had an average of 50 patrons per event across a total of 13 events.

The assessments conducted by the office were done by surveys and focus groups to gather valuable information. The responses and findings from these assessments were consistent with the feedback received in the focus groups, indicating that students expressed satisfaction or higher levels of satisfaction with events sponsored by the office, UPC, and LEADS.

The report also highlights that students often discover information about these events through word of mouth and in the Lane University Center. Students are keen on experiencing a diverse range of food options at events and expressed interest in attractions like rides and engaging activities such as make and takes. It is worth noting that last year's Family Weekend Carnival received positive reviews, suggesting that it was well received by students and families that participated.

Student Life Action Priority 3:

In the 2022-2023 academic year, our endeavor to enhance student leadership and foster leadership skills among our student body has seen considerable progress. Building upon the successes of the past, this year the Office of Student Life has diligently expanded its commitment to providing leadership opportunities for our students. As stated in previous reports, the journey began two years ago with the Office of Student Life taking the helm in presenting leadership programs. This transformative shift allowed us to deliver a diverse array of programs that included the FSU Leadership Retreat, leadership workshop series, organization president meetings, FSL President Leadership Academy training, the Sloop Leadership Institute, President's Leadership Circle, Stars of Excellence Awards, and the Leadership and Engagement awards. Additionally, we introduced a new programming board, LEADS, which enabled us to further diversify our offerings by including events such as CPR training, and awareness initiatives during Black Hist Month and National Coming Out Day. All these leadership opportunities were conducted as in-person events, creating a dynamic environment for our student leaders.

Collect data on number of leadership programs offered and number of participants.

In the assessment of the leadership programs for the 2022-2023 academic year, it is evident that our commitment to enhancing student leadership experiences has yielded satisfactory results. This year the Office of Student Life offered twelve leadership programs, an increase of five programs compared to the previous year. The President's Leadership Circle that consisted of ten senior student leaders had eight meetings with the university president and the SOAR to Success series that was comprised of eighteen students had twelve meetings.

Our flagship event, the FSU Leadership Retreat, saw a substantial increase in attendance with forty-six students actively participating compared to the previous year's twenty-four. This transformative experience also engaged six staff members as facilitators. Additionally, the Sloop Leadership Institute welcomed thirty-five students.

In a strategic effort to deepen tour impact, we focused on developing the FSU Leadership Retreat, SOAR to Success series, and the FSL Leadership Academy training. Feedback from participants highlighted value gained through improved public speaking skills, enhanced communication skills, and development of a more assertive leadership approach. The positive responses from the Assistant

Vice President's session further validated the growth experienced by students. The FSU Leadership retreat continues to emerge as a favorite event for first year students (see attachments related to Leadership Retreat).

Looking ahead we are excited to expand our leadership offerings through the LEAD staff who are looking to add Broadway show trips, team building activities, and etiquette dinners. While additional funding will be allocated to these projects, we will still look for grants and fostering collaborations across 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?:

Student Life Action Priority 1

For the upcoming year, our focus remains on enhancing the quality of education and resources for our Fraternity and Sorority community. The President's Academy training will continue, but we also plan to address evolving challenges in risk management by implementing trainings for active shooters and exploring topics in our risk management training programs. Additionally, we aim to develop an update and more in-depth training program for advisors across the university to enhance their capabilities in guiding and supporting student organizations effectively.

The results of our assessment have influenced resource allocation within the Fraternity and Sorority Life program. The approval of funding of the President's Academy training program demonstrates the allocations of resources to sustain this valuable initiative. We are also considering resource allocation to develop training programs for active shooters and related risk management topics in response to the evolving risk management landscape. Furthermore, the decisions to enhance advisor training signifies a commitment to allocate resources to develop a comprehensive training program, ensuring that our advisors receive the necessary support and guidance to fulfill their roles effectively. In summary, our assessment results have played a pivotal role in shaping our priorities for the upcoming year and have influenced resource allocation decisions to better serve our Fraternity and Sorority Life community and the broader university community.

Student Life Action Priority 2

Based on the results and findings, the office, University Programming Council, and LEADS team will continue their training program for the fall of 2023 to equip the staffs with the necessary skills to manage and create high-quality programs in a professional manner. One of the key areas of emphasis for the 2023-2024 academic year is an increase amount of programming. In response to budget constraints, the area will plan to execute programs by being creative in our selection of events. The intent is to also enhance our collaboration with other organizations on and off campus to maximize resources and provide diverse experiences for our students.

In terms of program offerings, we plan to maintain our core events, including After Darks, trips, ARMAH themed events, Spring Fest and Make and Takes. However, the allocation of resources for popular events, such as comedy shows and concerts are contingent on available funding. To ensure that we continue to meet the needs and preferences of our student body, the area will also maintain consistent assessment efforts and conduct focus groups for students to share their ideas and feedback.

Regarding resource allocation, it is important to note that additional resources will not be added to the Council at this time. We will be focusing on optimizing our existing resources and exploring more cost-effective ways to deliver high-quality programming while staying within our budget constraints. The results have shown the need for continued resource management and collaboration.

Student Life Action Priority 3

Looking ahead we are excited to expand our leadership offerings through the LEAD staff who are looking to add Broadway show trips, team building activities, and etiquette dinners. While additional funding will be allocated to these projects, we will still look for grants and fostering collaborations across campus.

As we move forward, we will also continue to establish leadership events that will include the President's Leadership Circle, Leadership Retreat, Sloop Leadership Institute, and award ceremonies. These initiatives coupled with our strategic focus on targeted programming and ongoing collaboration efforts, will further elevate the leadership development opportunities for our students.

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 for the purpose of feedback and consideration. 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:

Student Conduct & Community Standards

Student Conduct & Community Standards Annual Report FY 2023

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: 07/01/2022

Providing Department: Student Conduct & Community Standards

End: 06/30/2023

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 opportunities each semester for students, faculty, and staff engaged in the student conduct process to participate in training activities.

3.2: 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: Records of campus collaborative meetings held.

What were the results?:

1.1: According to Maxient data, 582 referrals were entered into the system during the 2022-2023 academic year; 64 were documented as information only (non-actionable) and 401 incidents were adjudicated through 297 administrative hearings and one judicial panel hearing; 51 hearings were held in absentia" and 98 were repeat policy violators; 396 students were found "responsible" for 734 violations of University policy; 44 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 5 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 2022 under the leadership of the Dean of Students, and were disseminated to students via email on August 29, 2022 and February 16, 2023.

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; 420 students (100%) had an opportunity to "due process" during Administrative Hearings and 1 student (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, 401 students were sanctioned to 976 sanctions through the student conduct system; 312 students were sanctioned to online educational modules; 100 students received disciplinary reprimands; 69 students were placed on disciplinary probation; 310 students were issued a judicial fine; 11 students were placed on disciplinary suspension. According to data from our post-hearing survey, 96% of students reported having the "opportunity to be heard" during the hearing, 94% indicated they "learned something from the experience," and 82% advised they were "satisfied with the outcome of the hearing". (N=62).

3.1: Judicial Panel training was provided during the Fall and Spring semesters. Topics focused on due process and procedure. An additional training was provided to panel members interested in FERPA and it's intersection with conduct work.

3.2: 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 Studentss, 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 attachment).
- 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.

- Meetings and conversations with the Assistant Director of Greek Life, Provosts'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?:

1. 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.
2. We continue to see an increase in academic dishonesty, particularly with the advent of AI software like CHATGPT. Therefore, it is anticipated more information, training, and resources will need to be available in the future. Additionally, it is anticipated that there will be additional marijuana related incidents given the change in Maryland law effective July 2023, which legalizes recreation cannabis for individuals 21 and over.

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 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 receive feedback and 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)

SAFE Office Annual Report FY 2023

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: 07/01/2022

Providing Department: Substance Abuse Facts & Education (SAFE Center)

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

Action Priorities for 2022-23

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 10 BURG Peer Educational programs in the 2022-23 academic year.

2.1: Three BURG Peer Educators will participate in national certification process through the BACCHUS Conference.

3.1: The SAFE Director will increase peer education advocacy on campus as measured by recruiting and training at least 5 peer educators in the fall 2022 semester.

3.2: The SAFE Director will facilitate a peer education institute training in the 2022-23 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.

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 2022-23 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?:

Vector Solutions AlcoholEdu, Cannabis, Prescription drug and sexual assault data, the Maryland College Alcohol Survey, and indirect source data from the BURG Peer Education Network via information table surveys, focus groups and peer education satisfaction surveys.

What were the results?:

2022-23 SAFE Office Results:

1.1: Eight peer educators received 30 trainings during academic year and performed 200 initiatives reaching 134,088 students, faculty, staff and community members, disseminating 2,678 incentive items including brochures/pamphlets. Majority of our students believed their knowledge level increased significantly and found their experience to be welcoming, inclusive and positive. They also felt fully utilized and supported by advisor (see attached Satisfaction Survey, etc...).

1.1: 2,234 service hours were recorded by our student volunteers

1.2: BURG Peer Education Network conducted virtual education via canvas 123 days throughout academic year. Over 565 students were reached through this strategy.

2.1: Students did not attend BACCHUS Conference due to restricted funds.

3.1: Five new students were recruited and received Peer Education training during August, 2022.

3.2: We did not have any new students recruited to conduct an FYI Training

4.1: Maryland College Alcohol Survey conducted with 12% response rate. Complete report distributed in August 2022.

5.1: SAFE Director attended monthly Western Maryland Prevention Coordinators meetings.

6.1: Over 34 different social norms posters were disseminated via email/social media, including two comprehensive workbooks.

7.1: Five (5) Basic Screening Intervention (BSI) session was conducted.

How have the results impacted 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 2023 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2024.

Focus for 2023-24 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 80 educational programs by May 15, 2024
• Peer Educators will conduct at least 5 focus groups by May 15, 2024.

• Peer Educators will implement three recruiting events in the 2023-2024 academic year
• Ten students will receive facilitation skill building training at the Fall Institute, October 2023.
• Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2024.
• Peer Educators will conduct ten information tables throughout the 2023-2024 academic year

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.
• Five students will attend the fall institute training by October, 2023.
• Fifteen students will attend the spring institute training by March, 2025.
• Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2024.
• Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2024)
• Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2023-24 academic year.
• The network will increase network meetings with key stakeholders throughout the 2023-24 academic year.
• Conduct one CPE training and nationally certify six (3) 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.
• Eight new freshmen students will be recruited during the 2023-24 Academic year.
• Four leadership peer educators will assist the BURG advisor facilitate 2023-24 Institutes.
• Peer educator satisfaction surveys will be completed in the 2023-24 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 be revitalized in the new academic year.
• BURG Leadership Team members will monitor freshman academic progress throughout 2023-24 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 2023-24 academic year
• Encourage athletes, greeks and other engaged student organizations to take ownership in prevention efforts.
• 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.

• Strengthen relationship between other student groups and professionals who develop wellness programming on campus.
• 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 increase efforts to reduce isolation issue on campus
• Peer Educators will co-sponsor a Spring Festival by May 10, 2024.

* Educate students, faculty and staff about the new cannabis law in the 2023-24 academic year. (See new MJ link below evidence/artifacts)

* Produce and disseminate 8 PAWSCAST productions in the 2023-24 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 2023-24 academic year. and hire
• Increase membership Frostburg Community Coalition and retain FCC Chair.
• 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
• 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 600 FSU Students/Parents in July 2023.

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 forty to fifty throughout the 2023-24 academic year.
• Increase FSU factoid campaign efforts in the 2023-24 academic year.
• Increase messaging during high peak binge drinking times, especially during Halloween and Homecoming.
• Expose faculty members to the social norms messages by five percent in the 2023-24 academic year.
• Continue to display all posters on the FSU digital signs throughout the 2023-24 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 100 educational programs throughout the 2023-24 academic year.
• The peer education network will conduct two awareness campaigns throughout the 2023-24 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 2023-24 academic year.
• The network will disseminate over 3,000 incentive items in the 2023-23 academic year.
• Continue to enforce opioid education policy to new students in the 2023-24 academic year.
• Prevention Center Director will increase outreach efforts to students in recovery by three percent in the 2023-24 academic year
• Provide support for screening of high risk marijuana users.
• The Prevention Center Director will provide BSI sessions to 8 students during the 2023-24 academic year
• Conduct one CPE training and nationally certify five new students in 2024-25 academic year.

* Increase MJ/Cannabis education to faculty, staff and students by 7 percent by May 15, 2024.

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 (OPHI). The office has one full time Director position and a part time Administrative Assistant. The office could benefit from another full time prevention assistant position. The center's programming budget is significantly reduced and institutional support is needed to provide quality educational programs to students. 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 Communities Act.

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

The FY 2023 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, feedback, 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
2023 FSU MD-CAS Full Report.pdf
FSU Sexual Assault Impact report 2022.pptx
FSU Alcohol EDU Impact Report 2022.pptx
FSU Sexual Assault GRAD Students 2022.pdf
UHC-white-paper-college-student-behavioral-health-report.pdf
BSI 2022-23 Report.docx
NCHA-IIIb_FALL_2023_REFERENCE_GROUP_DATA_REPORT (1).pdf
NCHA-IIIb_FALL_2023_REFERENCE_GROUP_DATA_REPORT.pdf
NCHA-IIIb_FALL_2023_REFERENCE_GROUP_EXECUTIVE_SUMMARY_03.19.24.pdf
DEA-Considering_Culture_Strategic Prevention Framework.pdf
Peer Education Satisfaction Survey 2020.docx
FSU FY2024 ATOD Prevention Ctr Budget.xlsx
FSU ATOD Grant FY 2024 Proposal.docx
A Social Norms Approach to College Drinking with H.docx

Veterans Services

Veterans Center Annual Report FY 2023

Specify your Division/Department Goals Priorities.:

1.0 Promote programs and activities that demonstrate the University's educational distinction by collaborating effectively and efficiently with university stakeholders to facilitate prompt, innovative, and reasonable services for student veterans, military service members, and their dependents receiving military educational benefits.

2.0 Ensure accurate reporting to the U.S. Department of Veterans Affairs related to programs, laws, and chapters associated with certifying students for benefits as evidenced by meeting satisfactory standards from the Maryland Higher Education Commission.

3.0 Collaborating for Student-Veteran success by promoting programs and activities that demonstrate the University's educational distinction by collaborating effectively and efficiently with university stakeholders to facilitate prompt, innovative, and reasonable services for student veterans, military service members, and their dependents receiving military educational benefits.

4.0 Engage and empower student veterans, military service members and their dependents to acclimate to the campus community as well as the community by strengthening their commitment to their education through increased involvement in campus and community activities.

Start: 07/01/2022

Providing Department: Veterans Services

End: 06/30/2023

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 (NAVPA), Western Maryland Coalition, and the Maryland College Collaboration for Veteran Services Commission during the academic year.

2.2 The Director will actively strive to be in compliance with Maryland Higher Education Commission (MHEC), 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 regarding their university engagement and 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 active members in the SVA.

1.2 Number of students being inducted into the honor society and number 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 and/or VA SCO Training requirements.

2.3 Service on the Maryland College Collaboration for Student Veterans Commission.

3.1 Student Customer Service Survey Results (Baseline).

4.1 Community Service hours performed, number of events, and number of students that participated.

What were the results?:

1.1 Frostburg State University's SVA Chapter completed its first elections the previous year, with executive board members continuing their positions into fiscal year 2022. The advisor along with the President and Vice President attended the SVA Regional Training in Providence, Rhode Island in August 2022 where they continued learning how to run an SVA student organization and increase awareness on campus.

1.1 Frostburg State University's SVA Chapter held six executive board chapter meetings throughout the 2022-2023 school year.

1.1 Frostburg State University's SVA Chapter continued to grow by having 6 students fundraise and attend the National Conference for Student Veterans of America in Orlando, Florida in January 2023. The Advisor and one FSU Student Veteran presented at the conference. Student Veteran Isaac E. indicated that he developed his public speaking and interpersonal skills through this experience. He also indicated that attending the conference sessions allowed him to enhance his networking capabilities which in turn will allow him to use his skills from FSU to give back one day.

1.1 The FSU SVA chapter was able to volunteer at the LaVale Lions BBQ Chicken Fundraiser in September 2022, October 2022, and May 2023. Between the SVA students and the advisor, Frostburg State University's SVA Chapter donated a total of 100 hours at the LaVale Lions BBQ Chicken Fundraisers.

1.2 Seven (7) students were inducted into SALUTE. SALUTE was held on campus in the Lane University Center on Sunday, May 7, 2023. The total number of students inducted since spring 2015 is 117. Recognition was also given to two veteran graduating seniors during this year. Attached is a picture of a student from the USMH graduation wearing the SALUTE and Veteran Graduate cords.

2.1 The Director served as a member of the National Association of Veterans Program Administrators in this fiscal year. During this timeframe, the Director was able to participate in the Annual NAVPA Conference which was held virtually in October 2022. The Director was nominated and accepted the Delegates at Large position on the Board of Directors for NAVPA. The Director also was nominated and accepted as the Membership Co-Chair for NAVPA for the timeframe from October 2022 Conference through the October 2023 Conference.

2.1 The Director continued as the acting commissioner for the Maryland College Collaboration for Student Veterans Commission. Frostburg State University's Veteran Center hosted the quarterly meeting for all Maryland Commissioners on April 26, 2023.

2.2 The Director attended required training by the Choice Act or Public Law Section 305 of the Harry W. Colmery Veterans Educational Assistance Act of 2017, also known as the "Colmery Act," requires the Department of Veterans Affairs (VA), in consultation with the State Approving Agencies (SAA), 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, ArmyIgnitEd Monthly and Quarterly Calls, Western Maryland Coalition for Veterans, and the new Enrollment Manager Training.

2.2 The Veterans Center also certified a second SCO (backup) who completed all 10 new SCO training requirements.

2.3 During the 2022-2023 academic year, the director of veteran's services was a member of the Governor's Commission for Veterans Services in Higher Education, and quarterly meetings (July, October, January, and April) 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 2022-2023 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 Frostburg State University emails. The survey link was emailed separately to all involved in one-on-one meetings, events, etc. to gather more information. The survey was completed through a program called Baseline.

There were 38 individuals who filled out the survey. There were 4 freshmen, 13 sophomores, 5 juniors, 12 seniors, and 4 graduate-level students who completed the survey. The individuals represented the following branches of the military: Air Force, army, Marine Corps, navy, and National Guard. Individuals indicated they were assisted by both the Director of Veteran Services and/or a Student Worker or Intern. 97.37% of the time, the individual indicated that the staff was able to assist with their needs and concerns. 97.37% of the time, the individual indicated they would recommend the Frostburg State University Veterans Center to other students.

Out of the 38 responses, the individuals participated in the regional conference, 9/11 remembrance, chalk the walk for national suicide awareness month, rock painting for national suicide awareness month, Veterans Day luncheon, finals week stress-free luncheon, SVA national conference, SVA executive board meetings, red cross blood drive, LaVale Lions Chicken BBQ Fundraiser, and SALUTE. Others indicated none of the above which included all individual and group meetings outside of events.

Individuals also shared that staff were able to assist with benefit questions and paperwork and help receive support needed to be successful at college.

Individuals indicated that the staff was extremely helpful, went above and beyond, and constantly cared so nothing was a surprise.

4.1 The Veterans Center and Frostburg State University SVA Chapter hosted a 9/11 Remembrance event which consisted of an Alumni Keynote speaker who was in the Pentagon when the tragedy happened on Sunday, September 11, 2022 in the Lane University Center.

4.1 The Veteran Center and Frostburg State University SVA Chapter were able to display flags in the center of campus, as a "sea of flags" in remembrance of the 9/11 Events.

4.1 The Veterans Center and Frostburg State University SVA Chapter partnered with Frostburg Lions Club to provide pizza, salad, soda, and dessert for our Veterans, both students and faculty and staff. Twenty-two (22) Veterans attended this luncheon located in the Frostburg State University Veterans Center on November 11, 2022.

4.1 Frostburg State University was approved as a Military Friendly School due to the focus on military-affiliated students including veterans and dependents education.

4.1 Partnership between the Veterans Center and the Frostburg State University Foundation occurred to conclude the fundraising and naming of the Veteran's Center Conference Room in memory of 1LT Harold Douglas Martin '66. 21 individuals attended the ceremony on Tuesday, November 15, 2022, at the Veterans Center with a luncheon to follow.

4.1 The Veteran Center partnered with the Frostburg State University Psychology Department to have an intern (Fall and Spring) complete 540 hours each with a total of 1080 hours doing research for future partnerships, planning events, providing engagement, and assisting with moving forward in helping the needs of our student veterans and dependents. One of the interns completed two Veteran Center newsletters which were shared with our Faculty, Staff, Students, Alumni, and Community.

4.1 The Veteran Center partnered with the Veteran Affairs Work Study Program to have Frostburg State University Veteran Center as an approved worksite with five (5) work-study students who completed 3,791 hours in the Veterans Center.

4.1 The Veteran Center was successful with 290 VA Certifications completed with 140 in the fall semester, 10 in the intercession semester, and 140 in the spring semester.

4.1 The Veteran Center partnered with the Army Recruiter, Maryland Army National Guard Recruiter, and Navy Recruiter to provide opportunities for recruitment efforts on Frostburg State University's campus.

4.1 The Veteran Center and Frostburg State University's SVA Chapter hosted a Red Cross Blood Drive on Thursday, March 9, 2023. There were 13 individuals who volunteered approximately 47 hours to assist the staff of the Red Cross. All 49 appointments were booked with a successful completion of 29 units of blood accepted.

4.1 The Frostburg State University Veterans Center partnered with the Counseling and Psychological Services Department on campus to provide a rock painting event in September to assist with positive messages for suicide prevention awareness month. There were 92 students who participated in this program. After this event, one student found a rock on campus, painted with the message "May your troubles be less, and your blessings be more" right after visiting the bookstore to purchase books and having a hard time. They continued to tell us how this one rock helped them to continue and fight through their struggles which kept them in college and not giving up hope.

4.1 The Frostburg State University Veterans Center partnered with the Counseling and Psychological Services Department on campus to provide a Chalk the Walk event in September to assist with positive messages for suicide prevention awareness month. There were 70 individuals who participated in this program.

4.1 Throughout the 2022-2023 academic year, there were 678 individuals who visited the Frostburg State University Veterans Center for 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. Frostburg State University's Veteran Center will focus on the following over the next year: completing certifications with the VA in a timely fashion, executing all VA paperwork including all compliance and risk-based survey information efficiently, continuing the build relationships on and off campus with key stakeholders, continue to attend all required training programs, build the work study program to have more direction and focus, build the SVA program to continue being strong and efficient, execute major veteran related programs, and continuing providing an open center for a veterans, dependents, and military affiliated individuals to be comfortable coming into.

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 decisions in a time of finite monies to move forward.

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

The Veterans Center director participates in by-weekly Student Affairs Director Meetings to update and receive feedback related to the Veterans Center. The Veterans Center Director also meets monthly with their supervisor to discuss overall strategic plans. The Veteran's Center Director is in constant communication with the Associate Vice President for Student Affairs on the daily happenings within the Veterans Center. Satisfaction survey results and other pertinent information is shared with the military-connected students we serve, as well as alumni, and university stakeholders through newsletters, emails, and other methods of communications.

Evidence, artifacts, and or back up documentation:

Alumni Programs

FY23 Alumni Programs Annual Report

Specify your Division/Department Goals Priorities.:

1. Develop creative content and campaigns to engage constituents (faculty, staff, alumni, students, and friends) on social media outlets and via email. (Supports Division Goals 2, 3, 4)

2. Plan events to engage constituents (faculty, staff, alumni, students, and friends) both on and off campus. (Supports Division Goals 2, 3, 4)

3. Create initiatives to obtain updated contact information to enhance school spirit and highlight their successes. (Supports Division Goals 1, 2, 3, 4)

4. Provide Professional development opportunities for Alumni Programs staff.

Start: 07/01/2022

Providing Department: Alumni Programs

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1 Continue to develop our weekly campaigns -Throwback Thursday, Hall of Fame Friday.

2.1 Continue to improve the constituent experience at events.

2.2 Partner with campus departments to provide opportunities for our constituents (faculty, staff, alumni, students, and friends) to engage with students.

3.1 Look for specific opportunities to obtain data to update our database.

3.2 Utilize current resources in place to extend our reach and encourage alumni to send us a picture of their 'school spirit'.

3.3 Partner with a vendor to create an Oral History Book containing alumni stories

4.1 Identify appropriate professional development opportunities for staff.

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

1.1 Increase in followers/fans/likes on all social media platforms; number of post impressions on all social media platforms.

2.1 Number of alumni engagement events and number of attendees
2.2. Number of department partnerships, number of events and number of attendees

3.1 Number of initiatives to obtain data; new ways or programs were used to engage alumni?
3.2 Number of responses; how many more alumni engaged with the University, students, faculty, & staff
3.3 Progress on oral history book.

4.1 Did we provide professional development opportunities for all staff?

What were the results?:

1.1. See attachments for detailed results.

- Facebook: 7,114 followers, 214 new fans, 793 posts, 49% engagement rate, over 1M users reached by posts.
- Instagram: 2,322 followers, 193 new followers, 678 posts, 3.85% engagement rate, over 340,000 post impressions. With the addition of one click bio on our Instagram account, we can provide a website link and easier access for users. (screenshot of mobile profile attached)
- X (formerly Twitter): 1,688 followers, 24 new followers, 2.01% engagement rate, over 100,000 post impressions.
- Constant Contact: 972,626 sends, 43% open rate, 1% click rate, 1% bounce rate

New campaigns were developed.

- Women's History Month Spotlights
- Black History Month Spotlights
- Old Main Society and Women in Philanthropy Spotlights
- Founders Day
- 12 Days of Questions
- 30 Days of Being Thankful

LIVE Videos continue to draw engagement:

- Multicultural Center Dedication – 1,400
- S.A.F.E. Office Naming – 1,800
- LIVE with Keenan Scott – 1,800
- LIVE @ Lunch (Bryan Greenberg) – 500 views
- Lewis & Hircock Track Dedication – 2,000 views
- LIVE from Bobcat Giving Day 2023 – 1,300 views
- Veterans Center Dedication – 1,000 views

- Women’s Lacrosse Locker Room Dedication – 986 views

We continue to distribute eNews with constituent relevant info. Analytics for FY 2023 are attached.

2.1

Alumni Programs continued to improve the constituent experience by hosting the following events:

- PAWS in for Brooke (Columbia, MD)
- PAWS in for Brooke (Frostburg and Baltimore)
- Baltimore Orioles (FSU Day at the Ballpark)
- Alumni Crab Feast
- Donor Event / Cumberland Country Club
- Retired Employee Luncheon
- Welcome Center at Homecoming
- Tailgating & Cornhole Tournament
- All Alumni Reunion
- Golden Anniversary Reunion Brunch
- Bobcat Bingo
- Alumni Awards Banquet
- Alpha Delta Chi Fraternity Luncheon

Alumni Programs also continued to improve the constituent experience by using FLICKR photo albums (link to online access): https://www.flickr.com/photos/136925768@N04/; providing LIVE video(s); and sending pre-event emails (sample attached).

2.2 Alumni programs partnered with the following campus departments to provide more opportunities for our constituents (faculty, staff, alumni, students, and friends) to engage with students in career and networking opportunities during the following events:

Athletics Department

- Hoops & Hockey Golf Outing
- Athletic Kick Off Events (Football, Volleyball, Women’s Soccer, Men’s Soccer, Men’s Lacrosse, Women’s Lacrosse, Baseball, Softball)
- Football Hospitality Suite Events
- Men’s Lacrosse Golf Outing
- Hook’em Bobcats Golf Outing
- Bobcat Hall of Fame
- Baseball Golf Outing
- Women’s Lacrosse Locker Room Dedication
- Jim Anderson Memorial Baseball Brunch
- Football Golf Outing & Reunion
- Lewis & Hircock Track Dedication

Veterans Office

- Veterans Center Room Dedication

Student Life

- Sloop Institute for Excellence in Leadership

Theatre Department

- Thoughts of a Colored Man – VIP/Donor/Sponsor Reception and Alumni Reception

SAFE Office

- S.A.F.E. Office Room Dedication

Office of Diversity, Equity and Inclusion

- Multicultural Center Dedication

Department of Educational Professions/Children's Literature Centre

- CLC Alumni Networking Hour

College of Business

- Etiquette Dinners

Career Services Office

- Career and Internship Fair

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3.1-2 Alumni programs conducted the following initiatives to obtain data:

- Bobcats in Love – 19 submissions. This allows us to update marital status, email addresses, phone numbers, and relationships.
- Launched in June 2022 via social media: announcement of 2 posters that could be received, A Bobcat Works Here and A Proud Bobcat Teaches Here. Links to forms are below and attached are the posters and letters we send to alumni. This allows us to

update data (name, home address, phone, email and employment). In the first month, it yielded more than 400 requests and the effort continues today.

3.3 The Oral History project was implemented as part of the 2023 125th Anniversary Campaign to conclude with distribution by December 2023.

4.1 Alumni programs took advantage of several professional development opportunities in FY23.

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

1. Continue social media efforts and develop initiatives to increase fan/follower base.

2.1 Focus on events in other geographic area and continue to try and expand alumni outreach

2.2 We will renew efforts to partner with the Office of Admissions and the Career Services Office to provide alumni support for their efforts.

3.1 Initiate effort(s) to obtain missing email addresses.

3.3 Conclude 125th Oral History Book.

4. Subject to budget constraints, we will continue to try and provide all Alumni Programs staff with professional development opportunities.

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

Alumni Programs plan and results were conveyed during monthly s taff meetings and campaign meetings.

Director of Alumni Programs meets individually with the division's Vice President where information is shared. The department heads meet as a group monthly with the Vice President, where information is shared.

Evidence, artifacts, and or back up documentation:

Attached Files

- Bobcat Works Here - letter to others.pdf
- Facebook Analytics - FY 2023.pdf
- Bobcat Teaches Here - letter to teachers.pdf
- Bobcat Teaches Here Poster.pdf
- eNews Stats - FY 2023.pdf
- Constant Contact Email - FY 2023.pdf
- Bobcat Works Here Poster.pdf
- Instagram Analytics - FY 2023.pdf
- Profile Online Stats - FY 2023.pdf
- X Analytics - FY 2023.pdf
- Pre Event Email - sample.pdf
- Cell Phone Screenshot – one click bio profile for Instagram .jpg

Development

FY23 Development Annual Report

Specify your Division/Department Goals Priorities.:

1. The Office of Development will conduct on-going fundraising solicitation that supports the mission of the Foundation (FSUF) and Frostburg State University to meet annual fiscal year and *Forging the Future* campaign fundraising goals and insure the financial future of FSUF and FSU.
2. The Office of Development will develop and implement initiatives that create a culture of philanthropy among target audiences (i.e. alumni, students, faculty, staff, parents) that positively impact fundraising.
3. The Office of Development will provide professional development opportunities for department staff.

Start: 07/01/2022

Providing Department: Development

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:
1.1 The Office of Development will implement initiatives utilizing our online giving platform (i.e. Giving Day) and send mailings to increase fundraising with a focus on obtaining new, renewed and recovered donors. Examples include:

- Fall mailing solicitation.
- Calendar-Year-End mailing stewardship/solicitation.
- Giving Day mailing (included BRE) to retain donors from previous year and to increase consecutive year giving.

1.2 The Office of Development will cultivate and solicit target audiences to increase the number of planned gift commitments (OMS members) that will insure a financial future for the FSUF and FSU. The Planned Giving Officer will focus actions on increasing IRA Qualified Charitable Distributions.

2.1 The Office of Development will increase the number of personal visits to cultivate larger gifts.

2.2 The Office of Development will cultivate FSU student giving through a senior gift campaign by collaboration with the Student Alumni Ambassador program and Office of Alumni Relations.

2.3 The Office of Development will partner with appropriate departments to implement programs that cultivate prospect pipe-line development and fundraising for annual giving, sponsorships, and endowments in support of the Arts programs at FSU.

2.4 The Office of Development will increase faculty/staff giving by integrating the faculty/staff campaign with spring Giving Day program and assigning the Planned Giving Officer to oversee faculty/staff cultivation and stewardship activities that build relationships.

3.1 Identify appropriate professional development opportunities for staff.

What are the Measures/Metrics used to assess effectiveness?:
University Advancement uses Ellucian Advance to maintain all of our donor data and fundraising. The Director of Advancement Services creates and distributes reports on a weekly and monthly basis and develops specialized reports for Office of Development functions as requested. Give Campus reports are specific to our on-line fundraising. Crescendo reports are specific to our estate planning outreach and communications. Constant Contact data is used to assess our e-mail delivery and open/click rates.

Fundraising dollars, membership, new funds created, new endowments funded, and donor participation are the basic metrics used to measure effectiveness in fundraising.

What were the results?:

1.1 FY23 Total Fundraising was $4,658.17 (133.11% of $3.5M goal) and $900K more than any previous fiscal year. Campaign total exceeded $23.1M. The second annual Giving Day was executed with increased number of donors from the previous year. Faculty/Staff campaign was rolled into Giving Day which increased the number of donors nearly 10% FY22 totals. Giving Day raised $142,769 in FY23 (increase compared to $124,612 in FY22); number of donors 2,122 in FY23 (increase compared to $1,225 in FY22); alumni participation increased from 1.64% (FY22) to 1.80% (FY23)

		FY22	***FY23***
2.1	New Donors	1,548	1,981
2.2	Repeat Donors	1,901	2,254
2.3	Recovered Donors	280	252

Fall mailing solicitation increased the number mailed to and yielded 4% return of 127 donors from the FY22 results of 740 with a 1% return rate. The CYE mailing held to 1% return rate with a decrease in donors by 20 from FY22 to FY23.

1.2 Planned Giving Officer sent estate planning communications (both USPS and digital) and responded to inquiries received through the Crescendo tool and followed up with printed materials and personal visits. OMS members increased by 4 in FY23 and realized estates by 9.

2.1 Staff conducted 153 total visits (1,873 touches) in FY23, compared to 179 visits (1,920 touches) in FY22 and 259 visits (2,148 touches) in FY21. *[Data compilation discrepancies were discovered during this review that will need to be addressed for future tracking.]*

2.2 The Senior Class Gift (Fall) Campaign yielded 24 donors and $459; Senior Class Gift (Spring) Campaign yielded 57 donors and $1,079.

2.3 The Office of Development provided support to an event-specific campaign for "Thoughts of A Colored Man," raising $46,398 from 31 donors; $23,912 from 324 donors for WFWM; $31,865 from 39 donors for CES; $5,615 from 31 donors for Music.

2.4 Faculty/Staff Giving in FY23 increased to 38.58% (128.59% of 30% goal); 233 total donors. [FY22 28.66% participation by180 donors); Giving Day participation by F/S increased from 14.72% (FY22) to 26.63% (FY23)

3.1 All members of the Development staff took advantage of several professional development opportunities; and some were presenters.

How have the results impacted 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 for the Upcoming Year (for FY24)

Office of Development will host 3rd Annual Giving Day which will allow us to see trends rather than just a comparison and improve our planning objectives going into year 4.

Office of Development will consider results of past mailings to consider changes in timing, audience, and messaging to increase response rate and assess return on investment. Fiscal year end solicitations will be re-considered for FY24.

Resources Allocated or Redistributed (for FY24)

The focus on Giving Day toward restricted giving has significantly impacted the balance raised for the Annual Fund (and Opportunity Grants). We will continue to invest in Giving Day as it seems to be our best way to find new donors. We will be investing more in ways to increase unrestricted giving. We will put more emphasis on recovering LYBUNT donors and retaining annual donors with allocating resources for personalized mail solicitations to encourage consecutive year giving.

Funds from the FSU Foundation are being shifted to cover fundraising expenses in FY '24. Taking advantage of the momentum in the campaign that we achieved after launching the public phase, the campaign has been extended until December 31, 2025.

Subject to budget constraints, we will continue to try and provide Development staff with professional development opportunities.

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

Campaign Progress Reports are shared weekly by e-mail with all employees in the University Advancement Division. Comparision reports with prior FY totals are provided monthly by e-mail with highlights noted by the Director of Advancement Services. Data is also reviewed from previous year projects to inform decision making.

The monthly fundraising reports are provided to the University's Executive Team and the FSU Foundation Board of Directors. Relevant fundraising information about Department funds is shared with the appropriate individuals across campus by the FSU Foundation, Inc.

Project updates are shared during one-on-one meetings, department meetings, and division staff meetings. At monthly staff meetings, some key points may be reviewed in detail.

Development Director meets with the division's Vice President where information is shared. The department heads meet as a group monthly with the Vice President, where information is shared.

Evidence, artifacts, and or back up documentation:

Attached Files

- Campaign Progress Report FY23 Final.pdf
- 2023 Giving Day Final Report from GC.pdf
- Giving Day Comparison 2023-04-06.pdf
- FY23 Staff Visits.pdf

FSU Foundation

FY23 FSU Foundation, Inc. Annual Report

Specify your Division/Department Goals Priorities.:

1. 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.

2. 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.

3. Maintain the financial records with the highest quality data including gift and other income transactions, expenditures, and investments.

4. Provide timely and accurate reporting for a variety of purposes.

Start: 07/01/2022

Providing Department: FSU Foundation

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

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.

What were the results?:

Opportunity Grant Description	Requested in FY'23	Requested in FY'22	Requested in FY'21
# of On-Time Applications	57	47	33
Total $ of On-Time Applications	$288,154.65	$218,578.06	$122,813.19
# of On-Time (at least partially) funded	38	31	31
Total $ of On-Time funded	$116,148.11	$105,727.15	$107,436.55
# of late requests	20	10	5
Total $ of late requests	$61,922.69	$12,360.71	$4,622.61
# of late (at least partially) funded	10	8	3
Total $ of late funded	$17,829.20	$8,365.44	$4,001.71

Spending Description	FY'23	FY'22	FY'21
Endowed Amount Spent	$1,115,088.53	$797,880.49	$796,784.97
% of Spending Allocation Spent (excluding Quasi Endowments)	$91.30%	89.89%	85.39%

Number of Problem Funds	15	26	23
Percentage of Scholarship Allocation Spent	94.7%	92.7%	91.6%
Amount Spent on Scholarships	$1,225,285	$934,507	$933,173

- The percentage spent from endowments and the amount spent from endowments increased from the previous years.
- Problem funds were defined as the endowment fund spending not even totaling half of what was available. We had a decrease in the number of problem funds from the previous year and we have more endowments each year, so we have done well.
- This is the first year ever we were able to award over $1 million in scholarships!
- We received a clean opinion on both the internal and external audits.

	FY'23 Amount	FY'23 # of Donors	FY'22 Amount	FY'22 # of Donors
Endowed	$142,065	71	$113,315	70
Pass-Through	$6,000	5	$1,500	3
Total	$148,065	76	$114,815	73

How have the results impacted 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:

o During FY'23 both on-time and late requests increased.

o For the upcoming year we are changing the application to ask for food budget portion and a justification for the food expenses as the Board unilaterally decided to cut all food, but they realized that in some instances it may actually be necessary.

Scholarships

o We always strive to have clear communication between the Financial Aid Office and our office to ensure that we can award as much as possible. Occasionally we have been able to work with donors to open up the criteria to have a larger pool of candidates.

o We consistently follow up with fund representatives to ensure that they are aware of the spending criteria for their non-scholarship endowments well in advance so that they can plan to make appropriate expenditures. We e-mail quarterly reports and follow up with those who haven't spent during the fourth quarter as many times as it takes.

o After Jessica Taylor left the Financial Aid office it became evident that Foundation staff would need to get training in Blackbaud Award Management. More staff time has been used to complete some of the tasks that Financial Aid used to complete including setting up the scholarship system with all new scholarships and updated criteria.

Audit

o We continue to strive to be accurate in all of our entries and to make sure that we have all required documentation on a day to day basis so that we will continue to have good results.

o We do not anticipate any changes needing to be made, but we do have to continually budget for the cost of the Audit increasing each year.

Donor Giving in response to communications

o We increased the amount raised through our letter process. This is a substantial amount of money each year by simply communicating accurate information about the donor's funds.

o Development officers have worked at getting more of our pass-through fund donors on multi-year pledges thus decreasing the number of letters sent out each year.

o For the upcoming year we do not anticipate changing the process.

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

Full fundraising reports are provided to all Advancement staff monthly, with a briefer weekly report also provided.

The monthly reports are provided to the University's Executive Team and the FSU Foundation Board of Directors.

Relevant fundraising information about Department funds is shared with the appropriate individuals across campus.

Evidence, artifacts, and or back up documentation:

Marketing and Communications

FY23 Marketing and Communications Annual Report

Specify your Division/Department Goals Priorities.:

1. Finalize brand update with Ologie and begin implementation.

2. Create and foster campus relationships between Marketing and Communications and other FSU units.

3. Leverage the public phase of the campaign to increase participation and expand efforts to get more people to the *Forging Futures* campaign website.

4. Provide professional development opportunities for Marketing and Communications staff.

Start: 07/01/2022

Providing Department: Marketing and Communications

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:

1.1 Meet with Ologie and key campus stakeholders to finalize brand

1.2 Continue work on the refreshed brand and begin to share with others. Start using brand elements in marketing materials.

2.1 Meet regularly with campus departments

2.2. Build marketing/communications pieces with departments

3.1 Increase the different methods of communicating with all constituencies

3.2 Increase the use of digital marketing for reaching prospective students

4.1 Identify appropriate professional development opportunities for Marketing and Communications staff.

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

1.1 Ologie met with key stakeholders on a regular basis and went through several rounds of adjustments to brand guide. Marketing and Communications made additional alterations to continue building brand guide out further, as well as additional brand elements.

2.1 Depending on the department and their needs, marketing materials, web content, news releases, social media, digital and print advertising and campus-wide emails were created.

3.1 Has the brand been refreshed?

3.2 Has the refreshed brand been distributed to the various constituencies?

3.3 Have we expanded the places that we advertise?

3.4 Have we expanded the methods of advertising to prospective students?

3.5 Are more prospective students applying to FSU?

4.1 Did we provide professional development opportunities for all staff?

What were the results?:

1.1 Ologie finalized their recommendations for the updated brand, with input from key FSU members. Marketing and Communications worked to further build out and solidify the brand and then began implementation into marketing materials.

2.1 The Marketing and Communications department worked diligently to build key partnerships across campus. Some of those key partnerships include Admissions, Student Life, Student Affairs and Regional Development. By working closely with campus departments, we've been able to develop consistent marketing materials and publicity to promote the University, along with faculty, staff and students.

3.1 The brand has been refreshed.

3.2 We are starting to get information about the refreshed brand to various constituencies.

3.3 We have increased our use of digital and social media advertising to prospective students.

3.4 The number of applicants to FSU has increased significantly.

4.1 Nearly all members of the Marketing and Communications staff took advantage of at least one professional development opportunity.

How have the results impacted 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 FY '24, we will be able to bring the campaign website onto the FSU website so will not need to pay a vendor to maintain the campaign website.

We will try to reallocate resources to enable us to increase our communications with various constituencies and increase our marketing resources for prospective students.

We will continue to lessen our reliance on print materials and increase our use of digital advertising.

Subject to budget constraints, we will continue to try and provide Marketing and Communications staff with professional development opportunities.

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

The Marketing and Communications department meets weekly to discuss projects, brand, strategy and planning. Marketing materials are kept in Basecamp, a project management site, from project notes to the completed designs. News releases are tracked through Meltwater, a media monitoring software, allowing us to see where and when our releases are published.

Department director meets with the division's Vice President where information is shared. The department heads meet as a group monthly with the Vice President, where information is shared.

Evidence, artifacts, and or back up documentation:

Attached Files

- ADM-2223-002-031_Viewbook_04.pdf
- Ologie+Frostburg Brand Creative_SOW_V2.pdf
- Brand Guidelines from Ologie.pdf

Radio Station WFWM

FY23 WFWM Annual Report

Specify your Division/Department Goals Priorities.:
1. Raise $50,000 in FY23 for WFWM.

2. Solicit three new underwriters for WFWM.

3. Reconstitute the WFWM Advisory Council leadership positions.

4. Create three new collaborations with campus or community organizations.

Start: 07/01/2022

Providing Department: Radio Station WFWM

End: 06/30/2023

Specify your Division/Department Actions Priorities/Plans.:
1.1. Conduct Fall mailing

1.2 Spring On-Air Fund Drive

2.1 Solicit local businesses for underwriting Opportunities.

2.2 Identify current donors that are business owners for underwriting.

3.1. Determine if there is a current member interested in becoming Council Chair.

3.2. Add additional members to the Council.

4.1. Identify potential collaborative opportunities with campus/community organizations.

What are the Measures/Metrics used to assess effectiveness?:
1.1 The total amount of funds raised.

2.1. The number of new underwriters obtained.

3.1. Was a new Chair of the Advisory Council identified?

3.2. Were additional members added to the Advisory Council?

4.1. How many and what collaborations were created?

What were the results?:
1.1. WFWM raised a total of $51,816 or 104% of our goal.

2.1 WFWM added 4 new underwriters in 2023 or 125% of our goal. The businesses were Zembower’s Hardware, the Law Offices of Nicholas Costello, Mountain City Traditional Arts and the City of Frostburg.

3.1 A new Chair of the Advisory Council, John McMullen, was identified and three new members were added to the council.

4.1 A total of five on-going collaborations were created. They included partnering with the Theatre & Dance dept, for their 2023 Mountain Maryland Theatre Festival, English dept. students recording short stories and plays to be distributed to fellow students for course work, Director Chuck Dicken serving on the steering committee of the Allegany Canter of Lifelong learning, creation of radio segments with the Allegany Museum and creation of a series of public health Public Service Announcements recorded by AHEC West’s Communications Director.

How have the results impacted 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 our success with fundraising, WFWM has been able to continue to provide quality news, cultural and music programming that would otherwise not be available in our area.

Focus for the upcoming year’s plan:

As a result of our success, fundraising will continue to be a primary focus of the upcoming year’s plan.

Resources allocated or redistributed based upon the results:

No additional resources have been allocated or redistributed.

How was this plan and results conveyed to your Division/Department?:
The plan and results were conveyed through regular meetings with department staff and supervisors.

Evidence, artifacts, and or back up documentation:

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