

Tutoring Services

2023 Tutoring Center Annual Report

Specify your Division/Department Goals Priorities.:

Goals listed below for this annual report:

- 1)** Increase the number of students who come into the tutoring center for academic skills assistance (Supports FSU strategic goal IV.A). **Specifically: From Spring 2023 to Fall 2023, the number of students who participate in academic skills tutoring will increase by +10.**
- 2)** Get feedback from peer tutors about center operations in order to improve their workplace and student engagements (Supports FSU strategic goal II.B). **Specifically: By the end of the Fall 2023 semester, there will be a 70% completion rate of the Peer Tutor Survey (Self-evaluation) to assess the tutoring center's strengths, weaknesses, training, interactions with students, and policies.**
- 3)** Increase the number of students who use the NetTutor online platform (Supports FSU strategic goal IV.A). **Specifically: By the end of the Fall 2023 semester, the number of students who utilize online tutoring via NetTutor will increase by + 15.**

Start: 07/01/2023

Providing Department: Tutoring Services

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

- 1)** Action Plan A: Visits to ORIE 101 or other courses via instructor invite to speak about academic skills.

Action Plan B: Emails to students about academic skills tutoring and its benefits.

Action Plan C: Send academic skills information to ASN colleagues for distribution or reference.

Action Plan D: Train tutors on academic skills development for students.

Action Plan E: Run weekly TutorTrac report to see if goal is progressing.

- 2)** Action Plan A: Send survey to tutors with required deadline and follow-ups as deadline approaches.

Action Plan B: Track completions via Excel spreadsheet.

Action Plan C: Read and process peer tutor survey responses

Action Plan D: Implement necessary changes/feedback to continually improve the workplace for peer tutors and their

tutoring interactions with students.

- 3)** Action Plan A: Visits to ORIE 101 and other courses via instructor invite to speak about tutoring services (NetTutor included)

Action Plan B: Emails to students about NetTutor

Action Plan C: Send NetTutor information to ASN colleagues for distribution or reference.

Action Plan D: Run weekly NetTutor report to see if goal is progressing.

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

- 1)** Measurement: TutorTrac report with student names, classes, number of sessions, and number of hours to see how many students

received help with academic skills.

- 2)** Measurement: The number of completed surveys/self-evaluations and the peer tutor responses.

- 3)** Measurement: NetTutor report with student names, classes, sessions, and hours to see how many students used the online

tutoring platform.

What were the results?:

- 1)** Goal achieved.

| Semester | Students | Sessions | Hours |
|---------------|----------|----------|-------|
| Spring 2023 | 3 | 3 | 3 |
| Fall 2023 | 29 | 30 | 25 |
| Totals | 32 | 33 | 28 |

2) Goal not achieved.

16 of 29 tutors completed the peer tutor survey; however, it is clear that tutors who completed the survey have learned and

developed the following skills:

- Tutors are improving their understanding of tutored materials
- Tutors can convey information in a variety of contexts
- Tutors can develop a better understanding of their personal tutoring styles
- Tutors gain confidence as learning facilitators and mentors.

The following insights were also gleaned:

- Tutors want more students to utilize tutoring services
- Tutors want students to be prepared for their tutoring sessions (notes, books, questions, etc.)
- Tutors want more hours if there is demand
- Tutors find it difficult to tutor multiple sections of a course because of the variance in course material and expectations

3) Goal not achieved.

| Semester | Students | Sessions | Hours |
|---------------|----------|----------|-------|
| Spring 2022 | 27 | 57 | 90 |
| Spring 2023 | 14 | 36 | 26 |
| Totals | 41 | 93 | 116 |

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 on student participation in academic skills tutoring will continue for the Tutoring Center. No resources were reallocated or redistributed. Based on the results, next year will include continuing academic skills training for peer tutors, continued outreach by the director, as well as a new intake sheet titled "College Skills Assessment" that the Director and peer tutors can use when working with students. The CSA is designed to get students to think about their academic abilities in time management, note-taking, problem solving, critical thinking skills, oral and written communication, academic research, reading critically, ability to follow directions, etc. A "Good at It," "Need Improvement," and "Not Good at It" scale will be utilized. The CSA will provide an immediate snapshot of student academic skills so the tutor has a better idea of where to start and then "work out" from there. The CSA will help the TC Director with the following: The academic skills strengths and weaknesses of students who visit the TC, where to "tweak" training, and how to better help students with more targeted initiatives.

2) The Peer Tutor Survey (Self-evaluation) will continue to be completed annually. No resources were reallocated or redistributed. Based on the results, next year, the Director will be more diligent in getting a higher completion rate. Also, the Director plans more targeted outreach via EAB Navigate to make first-year and academic probation students aware of the value of developing academic skills and how to get assistance. Lastly, the Director is exploring group tutoring offerings (if funds are available) to try to alleviate the variance in course material from section to section of a particular course.

3) The focus on getting student buy-in and participation via NetTutor will continue. No resources were reallocated or redistributed. Based on the results, next year will include continued outreach via email, Navigate, and course visitations. The Director is also developing a brief student survey about NetTutor to capture data in the following areas: Student satisfaction, ease of use, tutor effectiveness, pass rates based on the number of visits and hours per student, and possibly a few other areas.

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

The plan was conveyed through monthly Accessibility and Learning meetings. The Director had additional contact with The Center for Academic Advising and Retention (CAAR), TRIO Student Support Services (SSS), The Center for International Education (CIE), and select faculty members.

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

- [Peer Tutor Survey Evaluation.docx](#)
- [Academic Skills Presentation for Students.pptx](#)
- [Academic Skills Presentation for Tutors.pptx](#)
- [Academic Skills Flyer.docx](#)
- [Net Tutor Report SP 23.xlsx](#)
- [Academic Skills TutorTrac Report.docx](#)
- [NetTutor Flyer.docx](#)
- [NetTutor Student Quick Reference Guide.docx](#)
- [Peer Tutor Self-Evaluation Results.xlsx](#)

Student Support Services

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Student Support Services

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:

Assessment and Institutional Research

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Assessment and Institutional Research

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:

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](#)

Communication

2023 Report

Specify your Division/Department Goals Priorities.:

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Start: 07/01/2023

Providing Department: Communication

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

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[Redacted] Canvas link and strategic plan doc available.
- [Redacted]
[Redacted] Kualii proposals available.
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[Redacted] Emails to invite/meeting minutes available.
- [Redacted]
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[Redacted] Meeting schedule available.
- [Redacted]
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- [Redacted] 8-semester plans and actual schedules available.

- [Redacted]

- [Redacted]

- [Redacted] GEPRC Canvas site and GEP course proposals available.

[Redacted]

- [Redacted] Proposal and Giving Day post/email available.

- [Redacted] Updated policies/forms available.

- [Redacted]

- [Redacted]

- [Redacted]

- [Redacted] Email confirmation available

[Redacted]

- [Redacted] Developed/Accepted proposals/emails available.
- [Redacted] Event flyers/agendas available.
- [Redacted] worked with Brittany to send letters to prospective students; [Redacted] Letters, requests in department Canvas site.
- [Redacted]
- [Redacted]
- [Redacted] Evidence through posts/emails available.

[Redacted]

- [Redacted]
- [Redacted] Updated MCOM assessment prompt and assessment reports available.
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What are the Measures/Metrics used to assess effectiveness?:

Outcomes of policies, curriculum, communications, and promotions as noted above throughout.

What were the results?:

See items noted above throughout (most highlighted in yellow).

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 try the best with less faculty/staff to keep up on all progress. We had funding from Tech and Foundation funds to supplement department budget and received some adjunct resources from the dean's office.

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

Regular emails and meeting updates; we also archive meeting minutes and department materials on a Canvas site.

Evidence, artifacts, and or back up documentation:**2023-2024 Strategic Planning Goals, Priorities, and Outcomes****Specify your Division/Department Goals Priorities.:**

Goal 1: Update and implement department policies and processes to sustain a healthy and supportive work flow and climate amid the need to adapt regularly. (CLAS Goal 4, University Strategic Plan Goal 4)

Goal 2: Streamline curriculum offerings, update course content, and adapt programs to focus on adult learning, marketplace, and GEP needs. (Supports CLAS Goal 3, University Strategic Plan Goal 4)

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

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

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

Start: 07/01/2023

Providing Department: Communication

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

Goal 1: Update and implement department policies and processes to sustain a healthy and supportive work flow and climate amid the need to adapt regularly. (CLAS Goal 4, University Strategic Plan Goal 4)

1a: Advocate for staffing support and course coverage. We worked with local and remote adjuncts hired as best we could; student ratings Carry goal to 2024-25

- 1b: Explore acquiring a Graduate Assistant to help with equipment room and technical issues. We were not able to follow up on this due to budget constraints. Remove? Emphasize focus on work-study support

The department decided it was important to utilize the course fees we were collecting from our technology classes to hire State Work study students to staff the equipment room. We hired two students up to 5 hours a week to staff the equipment room.

- 1c: Review and update department strategic planning, policies, and other administrative documents as needed, using the Canvas department course page as an archival location. More department and program relevant items are being shared and archived on Canvas. The page is accessible to all faculty and staff, including adjunct colleagues. Canvas link and strategic plan doc are evidence. Carry goal to 2024-25

- 1d: Finalize process to update the majors names and adjust department materials and space as needed to recognize this change. Updated; new rack cards were developed and printed; promotional items were purchased. Files/Messages of edits/items are evidence. Replace with develop curriculum review and proposals; update rotations; consider cross-listing and course integration into offerings of each major and programs outside the department.

- 1e: Develop DEI policy for syllabi and/or public posting as with an inclusive process including department faculty, students, and staff to integrate and communicate how our values and efforts are part of our events, classroom experiences, and curriculum. We had some sharing of what faculty use and a little discussion but not enough time to develop or vote on a policy together. We did add a communication commitment alternatively. Communication commitment in minutes/emails is evidence. Focus on implementing this policy and follow FSU DEI policies? Update to focus on fostering a supportive and social learning environment that is inclusive and that invites open communication in a safe environment.
- 1f: Reinforce collaboration across programs on event planning and/or course projects, including the department's Connections learning community. We worked together to host advisory council members together. We applied again to offer a Connections community. Messages to invite, events, and advisory council efforts are evidence; other? Carry goal to 2024-25
- 1g: Consolidate department meetings and scheduling through a new meeting schedule to consolidate and focus collective efforts, updating committee bylaws as needed to reflect any changes. We eliminated additional exec meetings and implemented more one-on-one check ins with chair; continued with only one Curriculum and Assessment Committee meeting monthly; we weren't able to find 2-hour blocks for department meetings. Meeting schedule and archived meeting materials are evidence. Carry goal to 2024-25; focus on how we want to focus shared time for course management and curriculum modification proposal development.
- 1h: Develop comprehensive approach and policies on hybrid and online teaching and learning in the department for scheduling rotation and student understanding. We began this conversation but did not develop updated goals or policies. Some faculty shared their syllabi policy info. Proposals are evidence. Carry goal to 2024-25 with emphasis on seeking college level support on this?

Goal 2: Streamline curriculum offerings, update course content, and adapt programs to focus on adult learning, marketplace, and GEP needs. (Supports CLAS Goal 3, University Strategic Plan Goal 4)

- 2a: Review each program's major tracks, learning goals, curriculum updates, and syllabi on record to focus and streamline content and consider development or integration, working to clarify offerings while connecting to faculty expertise and marketplace needs in the field of communication. This discussion is still in progress. Carry goal to 2024-25
- 2b: Update department program learning goals as well as syllabi, archiving all items on the Canvas department course page. CMST/STCO's goals were modified; MCOM/EMME's still in progress. ADD goals. Carry goal to 2024-25
- 2c: Discuss how curriculum and modality in both majors can better offer hybrid teaching and learning to support the study and practice of communication in face to face and virtual interactions and communication platforms. Discussion in progress amid the top-down requirement to change most classes back to face-to-face while retaining hybrid designed courses. Carry goal to 2024-25, linked to college level priority
- 2d: Update course rotations based on new curriculum and enrollment monitoring. In progress each semester for scheduling; need a more substantial update based on a realistic examination of the number of faculty available to support programs. ADD 8-semester plans and actual schedules. Carry goal to 2024-25 to emphasize making curriculum more lean and doable with existing tenured faculty.
- 2e: Discuss and implement new pedagogical approaches and as needed, curriculum revision, to decrease DWF prevalence to support student success and decrease frequency of course rotation. Discussion in progress; enhanced communication and clarity in assignments along with timely grading feedback that is easily accessible have been shared strategies. Carry goal to 2024-25
- 2f: Participate in college realignment and other partnering discussions to consider possible strategic goals and cross-disciplinary or program collaboration. The chair and some others participated in meetings about the realignment. We are monitoring the process that is underway for this transition. Conversations have continued with some programs (Computer Science, Psychology, Political Science, Women's Studies, English) about interdisciplinary and GEP curriculum. Carry goal to 2024-25 in alignment with college priority.
- 2g: Continue to participate in and advocate for our courses in the GEP revision process and consider how our courses support specific GEP goals. Chair continued as member of GEPRC; pulled proposal for CMST/STCO 102 and 122 to be in the Humanities category after some colleagues rejected the proposal, with the goal of having these courses be part of a communication requirement in a new model of GEP under new committee leadership and process; decided to hold MCOM/EMME 326 proposal for upper division writing. New proposals will be developed when new GEP model proposals are accepted. Carry goal to 2024-25

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

- 3a: Plan for appropriate short- and long-term equipment replacements as a result of the Texolve consulting document. Submitted proposal and received ARC grant to purchase a new media server and make other upgrades. Participated in Giving Day with multiple funds supported (FSU-TV3, film-making, and the Civility award), Add ARC letter and Giving Day post/emails Carry goal to 2024-25 with focus on implementing grant, exploring other grants, and participating in Giving Day again.
- 3b: Implement a framework for sharing responsibility for staffing the equipment room. The Technology and Production committee reviewed and modified the equipment room policies, procedures and worked with the billing office to update the collection of late fees for the students enrolled in the production classes for the department. ADD policies. Thoughts here?

The department is utilizing the Etrieve system to have our students electronically submit their forms for the checkout of equipment for their classes.

- 3c: Develop and build education within the department and with colleagues, administration, and partners about how FSU-TV3 and production studios/equipment can be utilized for education and marketplace demands as well as other production facilities. Underway for chair, who is from CMST program; with dean who is new to college; with new colleagues. Add specifics? Carry goal to 2024-25; include touring of facilities and more visibility of them with interactivity, including use of step-and-repeat banner and other?
- 3d: Build network to develop a department advisory board of alumni, community partners, and marketplace leadership, and develop formal advisory council framework and invitations with help from Foundation to support personnel, internships, and possible funding sources for the department. With support from dean, provost, president, and Foundation and Alumni staff, we held first meeting of the advisory council. Carry goal to 2024-25 with emphasis on promotional material development and hosting of Homecoming and Spring leadership events
- 3e: Assess and improve existing campus space for meetings and supply storage for the Communication Leadership Lab assistants, Lambda Pi Eta Phi Epsilon chapter members, (Creative Communication Club members this needs deleted, the club is not active any longer), and the upcoming department advisory board. The Communication Leadership Lab is located in the corner office and a temporary podcast lab was set up in another office outside the department suite. We still need to determine how to support student groups best. Integrated the Civil Citizen Communicator award into annual Student Affairs leadership and engagement awards. Carry goal to 2024-25; consider how classes can support groups and their activities
- 3f: Request fees for MCOM 205 and classes where numbers were changed. Went through process for approval; approved. ADD email confirmation. Carry goal to 2024-25 since this is a year to review that.

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

- 4a: Continue to participate in and advocate for our program's courses in the revised GEP program and participate in Connections and dual enrollment programs as possible. See above. ADD proposals/emails. Carry goal to 2024-25; consolidate on plan?
- 4b: Plan at least 2 events per semester this academic year to recruit/retain and to support DEI, campus-community civility and partnerships, and democratic engagement, with some deliberate outreach to recruit majors, including some adult learner and primary/secondary level effort. We exceeded this goal by holding at least 8 events this academic year: Advisory council meeting (one hybrid attempt, two virtual meetings held). Event flyers are evidence. Carry goal to 2024-25
- 4c: Work with Admissions and Publications to enhance marketing of programs, faculty, and events. Chair in regular contact with Admissions and worked with Brittany to send letters to prospective students; used new rack cards, banners; promotional items ordered; invited Admissions and CAAR staff to department meetings; tried texting and virtual meeting events; ADD letters, requests. Carry goal to 2024-25; discuss focus; invite Communication and Marketing to department meeting
- 4d: Work with Admissions and Registration to enhance processes to support efficient transfer evaluation and PAWs updating. Following their updates to the platform. Faculty began to use Navigate. Sent emails to coordinate accurate PAWS updates and evaluations of credit for transfer classes. ADD emails. Carry goal to 2024-25, with focus on updating when advising
- 4d: Work with COB and CLAS faculty and dean's office to determine best way to market certificate programs to support promotion of Strategic Communication certificate. Chair reached out to admin and colleagues in COB a few times to ask for an advisory input process concerning certificates; also brought this topic up in Chairs Council and dean's meetings when discussion of Wiley platform for online program support was discussed. Had Strategic Communication certificate link added to COB certificate page and basic info added to program website. Checked on any enrollment (still 0). Will continue to work on promotion, enrollment, and coverage. Carry goal to 2024-25 with focus on this being mentioned by admin as a priority

- 4e: Continue to develop an online and face to face campus presence with social media campaigns and participation in campus and community life. Active social media posting and campaigns with assistance of interns/directed study students each semester. These were some of the highest viewed posts. Encouraged students to attend department and other academic program, cultural offerings, or civic engagement focused events on campus, like Times Talks. ADD sample posts/emails. Carry goal to 2024-25, including featuring of alumni and advisory council members

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

- 5a: Reach out to see if a query can be created to review a sophomore or junior review of students to alleviate last semester or post-graduation problems with those who have lower than minimum GPA, who are regularly struggling to pass classes and other situations. Used Helio information and review of PAWS reports to monitor student progress and enrollment; began tracking major scheduling needs and to examine curriculum service needs and DFW issues. Carry goal to 2024-25

- 5b: Work toward implementation of assessment plans for CMST 102 and CMST 122, CMST Capstone and MCOM Capstone to support department and GEP. In particular, update MCOM exam and aesthetics paper related to assessment and update CMST's plan for assessment since we have only one full-time faculty member. CMST updated learning goals, consolidating from 5 to 4 goals; CMST continued assessment of CMST102 and 122 for GEP oral communication competency and for program assessments; MCOM new learning goals in progress. ADD updated MCOM assessment prompt and assessment reports Carry goal to 2024-25; discuss how to handle across programs with capstone and otherwise; consider adding a combined assessment course

- 5c: Examine DWF prevalence in courses to support student success and decrease frequency of course rotation. See 2E above. Carry goal to 2024-25

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

See above.

What were the results?:

See 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?:

Many goals have to continue this year; resource access was sometimes a challenge. Time and energy with limited staffing was a challenge.

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

Department meeting updates, emails, shared Google doc to give input and to help make this an inclusive and collective planning effort. Items available upon request. Most outcome items are archived in our department Canvas page at <https://frostburg.instructure.com/courses/5589>

Evidence, artifacts, and or back up documentation:

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Communication

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.
2. Continue Advancing the Department's Anti-racist Action Plan
3. Administer English Core and Concentration Curriculum Revisions
4. Continued Assessment of ENGL 101 Redesign

Start: 07/01/2023

Providing Department: English & Foreign Languages

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

- 1A General Education Assessment
- 1B Capstone Assessment
- 1C Monitor Course Offerings
- 1D Explore Suspension of Spanish Major
- 1E Suspend Teaching Concentration
- 2A Categories and Language in Anti-Racist Action Plan
- 3A Move Curricular Changes through the governance process
- 4A Meet with 101 Instructors about Revision Strategies
- 4B Implement Trial Portfolio Assessment ENGL 101
- 4C Explore Embedding Librarians in ENGL 101

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

- 1A Rubrics and Means
- 1B Rubrics and portfolio review
- 1C Communicating with PASS, CAAR, and the Dean's Office.
- 1D Department meetings, conversations with the Dean, and members of affected programs
- 1E Department meetings and coordination with members of the Department of Educational Professions
- 2A Department meetings and discussions of any potential changes in categories and language
- 3A Monitoring curricular changes through the governing process
- 4A The English 101 Committee met to discuss multiple issues involving assignments in 101
- 4B Rubrics for 101 portfolio review
- 4C Meetings with 101 instructors and librarians

What were the results?:

- 1A 101 was assessed (see report below)
- 1B Results were assessed through Capstone portfolios (see report)
- 1C Courses were covered, sufficient number of 101s were offered
- 1D The Spanish Major was suspended (see MHEC document)
- 1E The Teaching concentration was suspended
- 2A Amendments were made (see Anti-Racist Action Plan Summary)

3A The Department decided to pause concentration revisions due to current low-enrollments. Current conversations about the English major are centering on eliminating concentrations and designing a single English major

4A Adjustments in course design were implemented

4B Results of the assessment demonstrate an overall average score of 2.99/4.0. See "101 Assessment Summary" for full results and "English 101 Assessment Fall 23" for data.

4C Librarians are now embedded in all sections of 101

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

In addition to ongoing priorities, the department plans to continue conversations about the creation of a single English major.

In light of current low enrollments, we plan to devise and implement strategies for the recruitment of majors.

Once the results of retrenchment are known, we plan to take a close look at course offerings and staffing issues.

In the face of potential departmental reorganizations, we anticipate the need for conversations about how exactly that's going to work, particularly as it relates to department meetings and evaluations.

Lastly, we intend to continue assessment of our 101 redesign.

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

All communication was through committee and department meetings (virtual and in-person) as well emails.

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

[Capstone Assessment Results.pdf](#)

[MHEC Cover FLLM.pdf](#)

[Anti-Racist Action Plan Summary.docx](#)

[English 101 Assessment Fall 2023.pdf](#)

[English 101 Assessment Summary.docx](#)

History

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

1. Recruitment and Retention
2. Staffing
3. Assessment
4. Collaboration
 - a.with GEP
 - b.with WMST
 - c.with SOC SCI, LBST
5. Facilities

Start: 07/01/2023

Providing Department: History

End: 06/30/2024

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. Encourage History faculty to offer new courses in the department
- 2.a. Discuss 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. Collaboration with MDST and LBST: Offer online sections as requested by these programs
- 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?:

- 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?:

Out of the 19 action plan items listed above, the department was able to address 15:

1 a.-i., 3 a.-b., 4 a.-c., 5 a., 5 d.

Below is a listing of the various activities undertaken in pursuit of our goals and action priorities. This listing shows that the department's operations were oriented throughout the year toward endeavors that supported our goals. Our full-time faculty of 4 did its best with the limited human power we have:

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
- Promotional emails to program coordinators, faculty, CAAR, and advisees to promote HIST 341, June 2023
- Department chair was available for Transfer Advising on-campus, as requested by Admissions staff, July 2023
- Enrolled/advised late registering History major Dick Inman for his fall courses, July 2023
- Placing students into HIST sections during week of drop-add, August 2023 (3 students)
- HIST faculty member represented the department at Campus Visit Day event, September 2023 (spoke with 2 families)
- HIST faculty member represented the department at Campus Visit Day event, November 2023 (spoke with 3 families)
- Emailed memo to the HIST faculty about turning in end of the semester grades and when to correctly use the FX grade, December 2023

- Promotional History major slide distributed to FSU Digital Signage, October-December 2023, as well as State Lines.
- Promotional slide for upper division courses in HIST, November 2023, distributed to FSU Digital Signage and State Lines.
- Answering numerous questions from Admissions about HIST transfer credit hours, December 2023
- Represented the History Department at Scholars Day event and luncheon, February
- Represented the History Department at Leadership Allegany Rising event, February (23 students served)
- 1 student enrolled in Phi Alpha Theta

Staffing:

Due to low overall enrollment throughout the university and limited enrollment in the History major, the chair and the faculty decided that the current academic year was not the right time to pursue the addition of a new faculty member. We hope to do so in the future, should enrollments at the university somehow improve. Due to budget cuts at the university, we also do not currently have our own administrative assistant.

Assessment:

The department's assessment of student performance in the historical methods sequence of HIST 299 and HIST 485 revealed that students were basically more adept at the organizing and writing of their research papers, as well as conducting research, than they were at mastering the particulars of Chicago Manual of Style formats and the use of word processing computer applications. Post-pandemic, it may be that students' abilities to master detailed instructions to build specific skills somehow declined.

Collaboration:

- Dr. McConnell offered a section of HIST 418: Native Peoples of the Americas in Spring 2024, which serves GEP students, Social Science students, and History majors
- Dr. McConnell is a member of the Women's Studies steering committee
- IDIS 350 online section offered in Spring 2024 (27 students); this course supports students in MDST, LBST, and the GEP.
- HIST 100 online offered in support of MDST, LBST, and GEP students (26 students)
- Helped to arrange for Haiyun Ma to offer HIST 489 online to accommodate local Chinese Immersion high school students, October 2023 (4 students)
- 2 Social Science majors completed HIST 299 in Fall 2023

Facilities:

- Department chair repaired classroom technology for History faculty, August 2023
- Completed tech. equipment audit, at the request of the dean and provost, December 2023
- White board installed in DH 319, summer 2023
- Broken desks replaced for History classrooms throughout the academic year on an as-needed basis
- More books and journal volumes added to Humanities Center
- 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?:

The focus of this year's plan was (1) recruitment and retention, (2) assessment, (3) collaboration, (4) staffing, and (5) facilities. Going forward, next year's focus will be (1) recruitment and retention, (2) collaboration, (3) assessment, and (4) facilities. As things currently stand, the budget woes and low enrollments at the university will not support changes to the History Department's staffing.

Resources: During the summer 2023 budget cut, the History Department lost 48 percent of its budget for the academic year. No resources were able to be reallocated.

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

Our action priorities, like overall assessment processes, are ongoing. Monthly department meetings and frequent email updates are crucial mechanisms to convey how the department is progressing regarding our action priorities.

Evidence, artifacts, and or back up documentation:

Liberal Studies

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Liberal Studies

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:

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Liberal Studies

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:

Music

2023-2024 Dept. of Music Annual Report

Specify your Division/Department Goals Priorities.:

1. Accreditation

- Submit application to apply with National Association of Schools of Music (NASM). Complete self-study. (CLAS Goals 1, 2, 3, 4, and 5)

2. Budget

- Prioritize needs and strategize methods to find efficiencies in the Department of Music Operational and O2 budgets (CLAS 1, 2, & 5).

3. Student Recruitment and Retention

- Review enrollment numbers and retention rate to strategize methods to increase the overall number of majors and minors in music (CLAS Goals 2 & 5).

4. 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).

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: 07/01/2023

Providing Department: Music

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

1a: Complete Accreditation Process

- Submit self-study by September 30th, 2023.
- Host NASM Team Slate on October 30-31st, 2023 with the goal of becoming accredited as a school of music.
- Follow up on NASM recommendations.

2a: Adjust faculty workload to reduce O2 budget and review course fees.

- In response to the significantly reduced budgets across campus, workload of adjunct faculty will be reviewed for reductions.
- An increase of student course fees will also be proposed to assist with CAHSBS revenue.

2b: Work with FSU Foundation and Office of Sponsored Programs to strategize funding

- Launch crowdfunding campaign to assist with Marching Band uniforms.
- Prioritize department needs that are usually are no longer possible to be purchased through the operating budget.

3a: Events

- Complete on-campus recruitment events –ACPS Band/Choral Assessments, TenorBass Sing, Jazz Fest, Brass Fest Honor Band Fest, and the return of the Summer Music Academy.

3b: Touring

- Have student ensembles tour to local and regional public schools and community colleges.
- Encourage FSU faculty to perform/clinic/judge in the region.

4a: Alumni

- Plan an alumni concert with the Office of Advancement and Alumni. This event will serve to invite alumni to campus to perform and reconnect with current music students and faculty.

- 5b: Recording Studio
- Finalize funding for construction and equipment for recording studio. Relocate keyboard lab from PAC 129 to 122.
- Complete construction and outfitting of lab by Fall 2024.

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: Complete Accreditation Process

- Submit self-study by September 30th, 2023. **Completed on September 29th, 2023.**
- Host NASM Team Slate on October 30-31st, 2023 with the goal of becoming accredited as a school of music. **Completed on October 31st, 2023.**
- Follow up on NASM recommendations. **Several meeting took place in Spring 2025 semester with administrative offices to make plans for the 3 main deficiencies from NASM report: 1. Operation Budget too low; 2. Curriculum not aligning with NASM Standards; 3. PAC HVAC system in need of update. NASM deferred accreditation due to these issues. A response may be submitted in May 2025.**

2a: Adjust faculty workload to reduce O2 budget and review course fees.

- In response to the significantly reduced budgets across campus, workload of adjunct faculty will be reviewed for reductions. **In Spring 2024 semester course offerings were dramatically reduced (-45%). This resulted in the music 02 budget reduced to break even with fees income.**
- An increase of student course fees will also be proposed to assist with CAHSBS revenue. **Course fee update schedule is planned for Spring 2025 semester. The plan is to increase private instruction course fees by \$100 per credit.**

2b: Work with FSU Foundation and Office of Sponsored Programs to strategize funding

- Launch crowdfunding campaign to assist with Marching Band uniforms. **This was instituted in September of 2023 and was quite successful. \$5000 was raised for marching band uniforms.**
- Prioritize department needs that are usually are no longer possible to be purchased through the operating budget. **With the dramatic reduction of the operating budget in 2023, necessities such as piano maintenance and sheet music purchases were prioritized. Adjunct travel was also funded in Fall of 2023. This will not continue moving forward.**

3a: Events

- Complete on-campus recruitment events –ACPS Band/Choral Assessments, TenorBass Sing, Jazz Fest, Brass Fest Honor Band Fest, and the return of the Summer Music Academy. **All events listed were completed and quite successful.**

3b: Touring

- Have student ensembles tour to local and regional public schools and community colleges. **The Wind Ensemble toured to 5 local and state high schools in 2023-2024. Chamber Singers also completed 6 tours to local and regional schools and churches for performances. Brent Weber and Joseph Yungen performed a recital at College of Southern Maryland in Spring 2024.**
- Encourage FSU faculty to perform/clinic/judge in the region. **Jay DeWire was very active as a judge/clinician in Washington and Frederick Counties in 2023-2024 - participating in 7+ events. Ensemble Directors, Peter Lewis and Scott Rieker judged several county and state band/choral adjudications.**

4a: Alumni

- Plan an alumni concert with the Office of Advancement and Alumni. This event will serve to invite alumni to campus to perform and reconnect with current music students and faculty. **The first annual Alumni Concert in April, 2025 was very successful. Mirto Dorcil (class of 2018) organized the event and more than 20 music alums attended and performed. A Q&A was held prior to the concert for current majors to have a lens into what our alumni are currently doing.**

5b: Recording Studio

- Finalize funding for construction and equipment for recording studio. **The final budget of \$200,000 was determined with collaboration with John Brewer and Sweetwater Sound for construction and equipment for the proposed recording studio. Brent Weber and Mackenzie Lamont worked with Advancement, Foundation, and Sponsored programs to initiate fundraising efforts. The Department of Music raised the most money of any FSU department for Giving Day in March, 2024. An ARC grant was started in Spring, 2024 to complete funding.**
- Relocate keyboard lab from PAC 129 to 122. **Completed, Fall 2023.**

- Complete construction and outfitting of lab by Fall 2024. **Not Completed due to application timeline of ARC Grant. New date of Fall 2025 set.**

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

The focus of this year's plan were impacted by the results as follows:

- A concerted focus on achieving accreditation will be the focus of 2024-2025 which entails a significant curriculum update, planning for budget increase and facilities updates.
- Recruitment efforts will continue based on the successes entertained in 2023-24.
- Continued connections to alumni/donors will be a focus as a good relationships were maintained/renewed in 2023-2024.
- To improve the Music Industry major and community opportunities, energy will be placed into the application for ARC grant.

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 2024-2025 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:

Philosophy

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Goal 1: Evaluate the department's use of student-centered teaching practices. [Supported by Action Priorities 7, 8.]

Goal 2: Increase the number of students enrolled in courses, majoring, and graduating from the philosophy program. [Supported by Action Priorities 2, 3, 4, 5, and 7.]

Goal 3: Position the Philosophy Department as a central academic and extracurricular community for students pursuing careers in law. [Supported by Action Priorities 1, 2, 3, 4, 5, 6, and 7.]

Goal 4: Support and contribute to a university culture that values inclusiveness, social justice, and sustainability. [Supported by Action Priorities 4, 6, and 7.]

Goal 5: Support the personal, professional, intellectual, and mental well-being of our department's faculty, staff, and students. [Supported by Action Priorities 3, 6, 7, and 8.]

Start: 07/01/2023

Providing Department: Philosophy

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

Action Priority 1: Create and revise publicity (print and electronic), e.g. a brochure for social track, revision of law school preparation brochure, and update the department website, to promote new curriculum and its connections to other programs. [Supports Dept. Goals 2 and 3]

Action Priority 2: Collaborate with other programs or instructors to explore ways of integrating philosophy courses into the university curriculum, e.g. cross-listing courses, adding philosophy courses to interdisciplinary programs. [Supports Dept. Goals 2 and 3]

Action Priority 3: Formally request PIN position specializing in philosophy of law and criminal justice. [Supports Dept. Goals 1, 3, and 5]

Action Priority 4: Collaborate with Scott Johnson and other advisors and faculty mentors to make sure students and advisors are aware of PHIL 200 Intro to Social Justice as a new option to fulfill the GEP B requirement and the Criminal and Legal Studies philosophy requirement. [Supports Dept. Goals 2,3, and 4]

Action Priority 5: Collaborate with other departments, Liberal Studies program, etc. to enroll students in Law School Preparation track and Social Justice track. [Supports Dept. Goals 2 and 3]

Action Priority 6: Offer extra-curricular events or activities that increase the visibility of the department, build community, and/or promote the values of the department, especially by offering a law school and LSAT prep sessions and by supporting the philosophical society. [Supports Dept Goals 3, 4 and 5].

Action Priority 7: Reflect on, record, and report use of teaching materials and methods that are student-centered and attentive to student struggles, especially student-centered class activities; inclusive course policies; communications with absent or struggling students; incorporating universal design; accommodating students with cognitive differences or psychological challenges; using inclusive language and examples. [Supports Dept. Goals 1, 2, 3 and 5]

Action Priority 8: Improve work-life balance and preserve energy for teaching by sharing tasks and setting reasonable expectations for time and effort spent on department service. [Supports Dept. Goals 1, 5]

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

Action Priority 1: Create and revise publicity (print and electronic), e.g. a brochure for social track, revision of law school preparation brochure, and update the department website, to promote new curriculum and its connections to other programs. [Supports Dept. Goals 2 and 3]

MEASURE: Number of materials created or revised, and/or progress made toward new/revised materials.

Action Priority 2: Collaborate with other programs or instructors to explore ways of integrating philosophy courses into the university curriculum, e.g. cross-listing courses, adding philosophy courses to interdisciplinary programs. [Supports Dept. Goals 2 and 3]

MEASURES: Number of contacts/conversations. Number of new partnerships, integrations, or initiatives.

Action Priority 3: Formally request PIN position specializing in philosophy of law and criminal justice. [Supports Dept. Goals 1, 3, and 5]

MEASURES: Whether request was written and submitted. Whether request approved or denied.

Action Priority 4: Collaborate with Scott Johnson and other advisors and faculty mentors to make sure students and advisors are aware of PHIL 200 Intro to Social Justice as a new option to fulfill the GEP B requirement and the Criminal and Legal Studies philosophy requirement. [Supports Dept. Goals 2,3, and 4]

MEASURES: Number of contacts made. Number of PHIL 200 enrollments. Increase in enrollments over AY 2022-2023, and also between Fall 2023 to Spring 2024.

Action Priority 5: Collaborate with other departments, Liberal Studies program, etc. to enroll students in Law School Preparation track and Social Justice track. [Supports Dept. Goals 2 and 3]

MEASURES: Number of contacts made. Number of new students enrolled in Law School Preparation and Social Justice tracks. Increase/decrease in number of students enrolled in Law School Preparation and Social Justice tracks.

Action Priority 6: Offer extra-curricular events or activities that increase the visibility of the department, build community, and/or promote the values of the department, especially by offering a law school and LSAT prep sessions and by supporting the philosophical society. [Supports Dept Goals 3, 4 and 5].

MEASURES: Number of extra-curricular events held. Number of attendees.

Action Priority 7: Reflect on, record, and report use of teaching materials and methods that are student-centered and attentive to student struggles, especially student-centered class activities; inclusive course policies; communications with absent or struggling students; incorporating universal design; accommodating students with cognitive differences or psychological challenges; using inclusive language and examples. [Supports Dept. Goals 1, 2, 3 and 5]

MEASURES: The percentage of faculty who reported student-centered, inclusive teaching materials or methods in use, or who attended development activities about student-centered teaching.

Action Priority 8: Improve work-life balance and preserve energy for teaching by sharing tasks and setting reasonable expectations for time and effort spent on department service. [Supports Dept. Goals 1, 5]

MEASURES:

- Whether the work of accomplishing the department action priorities was shared among department members.
- Whether expectations for time and effort were discussed with individuals and/or the department.
- Department chair's perceived stress level (on a scale of 1 to 5) over accomplishing department action priorities.
- Based on end-of-year-reports and informal observation: whether evidence shows that faculty members are contributing reasonable levels of time and effort to action priorities other than teaching.

What were the results?:

Action Priority 1: Create and revise publicity (print and electronic), e.g. a brochure for social track, revision of law school preparation brochure, and update the department website, to promote new curriculum and its connections to other programs. [Supports Dept. Goals 2 and 3]

MEASURE: Number of materials created or revised, and/or progress made toward new/revised materials.

RESULT: Ongoing. (1) Created a letter for first-year Legal Studies students in the Criminal & Legal Studies program encouraging them to consider Philosophy (Law School Preparation track) as a second major (attached). (2) Created a letter for first-year Criminal Studies students in the Criminal & Legal Studies program encouraging them to consider Philosophy (Social Justice track) as a second major (attached). (3) Created an email message for admitted students who express interest in Philosophy (attached). (4) Created an email message for students at Campus Visit and Majors Fair events who express interest in Philosophy at these events (attached). (5) Created wall posters for two upper-division courses: PHIL 311 Asian and African Philosophy and PHIL 318 Skepticism and Knowledge. Work on brochures and department website still needed; hence, this action priority will carry over to FY 2025.

Action Priority 2: Collaborate with other programs or instructors to explore ways of integrating philosophy courses into the university curriculum, e.g. cross-listing courses, adding philosophy courses to interdisciplinary programs. [Supports Dept. Goals 2 and 3]

MEASURES: Number of contacts/conversations. Number of new partnerships, integrations, or initiatives.

RESULT: Ongoing. (1) Discussed with Political Science the possibility of dissolving the Criminal & Legal Studies program and housing the Legal Studies concentration in Philosophy and the Criminal Studies concentration in Political Science. (2) Began a discussion with faculty from Computer Science and English about the possibility of an interdisciplinary minor in Artificial Intelligence Studies.

Action Priority 3: Formally request PIN position specializing in philosophy of law and criminal justice. [Supports Dept. Goals 1, 3, and 5]

MEASURES: Whether request was written and submitted. Whether request approved or denied.

RESULT: Completed. Request written and submitted (attached). Request denied.

Action Priority 4: Collaborate with Scott Johnson and other advisors and faculty mentors to make sure students and advisors are aware of PHIL 200 Intro to Social Justice as a new option to fulfill the GEP B requirement and the Criminal and Legal Studies philosophy requirement. [Supports Dept. Goals 2,3, and 4]

MEASURES: Number of contacts made. Number of PHIL 200 enrollments. Increase in enrollments over AY 2022-2023, and also between Fall 2023 to Spring 2024.

RESULT: Completed. Contacted Scott Johnson in Fall of 2023 prior to registration for Spring 2024 reminding him that the course fulfilled a core course requirement for Criminal & Legal Studies students, as well as a GEP B requirement. He promised to inform all students and advisors in the program. The Spring 2024 section of PHIL 200 nearly doubled its enrollment (19) compared to Fall 2023 (10), so this action may well have been effective.

Action Priority 5: Collaborate with other departments, Liberal Studies program, etc. to enroll students in Law School Preparation track and Social Justice track. [Supports Dept. Goals 2 and 3]

MEASURES: Number of contacts made. Number of new students enrolled in Law School Preparation and Social Justice tracks. Increase/decrease in number of students enrolled in Law School Preparation and Social Justice tracks.

RESULT: Completed (for Law School Preparation Track). In Spring 2024, sent 11 letters to first-year Legal Studies students in the Criminal & Legal Studies program encouraging them to consider Philosophy (Law School Preparation track) as a second major (attached). Have three new majors on the Law School Preparation track. (In Sept. 2024, sent letters to first-year Criminal Studies students. Have three new majors on our Social Justice track.)

Action Priority 6: Offer extra-curricular events or activities that increase the visibility of the department, build community, and/or promote the values of the department, especially by offering a law school and LSAT prep sessions and by supporting the philosophical society. [Supports Dept Goals 3, 4 and 5].

MEASURES: Number of extra-curricular events held. Number of attendees.

RESULT: Completed. Held Law School Bootcamp sessions biweekly both Fall 2023 and Spring 2024. Held a total of six Philosophical Society (student club) meetings (three Fall 2023, three Spring 2024). One Fall meeting and one Spring meeting occurred at the end of these semesters and brought together Philosophy and non-Philosophy students, Philosophy faculty, and, in the case of the Spring meeting, family members of a student. These two meetings featured oral presentations of students completing their PHIL 480 capstone project for Philosophy.

Action Priority 7: Reflect on, record, and report use of teaching materials and methods that are student-centered and attentive to student struggles, especially student-centered class activities; inclusive course policies; communications with absent or struggling students; incorporating universal design; accommodating students with cognitive differences or psychological challenges; using inclusive language and examples. [Supports Dept. Goals 1, 2, 3 and 5]

MEASURES: The percentage of faculty who reported student-centered, inclusive teaching materials or methods in use, or who attended development activities about student-centered teaching.

RESULT: Ongoing. One faculty member (25%) reported.

Accessibility and Universal Design

- PHIL 111 and 101: Canvas lesson pages included links to free audio versions of the texts, where available.
- Most (-003) or all (-001 and -002) PHIL 101 Spring 2024 course texts were provided for free to students as a printed packet and on Canvas.
- PHIL 101-001 and -002: Updated Canvas pages for better accessibility. Began creating large-print versions of course materials.

Accommodations

- All classes, but most noticeably in PHIL 310: Relaxed deadlines to accommodate multiple students with deaths in the family, depression, and/or insecure housing.

Inclusivity

- PHIL 310: About 40% of revised course syllabus features philosophers from underrepresented groups (women and non-white).

Student-Centered Activities

- PHIL 111 and PHIL 101-003: 5 in-class group activities or worksheets + 1 creative reflection assignment + most classes were discussion-based.
- PHIL 101-003: *Threshold of Democracy* RTTP game + 3 in-class group activities or worksheets + creative reflection assignment + most non-game classes were discussion-based.
- PHIL 310: 5 in-class group activities or worksheets.
- PHIL 301: student-centered theory building.
- PHIL 409: final consisted of student-led presentations of a woman philosopher and discussions of a passage.

Action Priority 8: Improve work-life balance and preserve energy for teaching by sharing tasks and setting reasonable expectations for time and effort spent on department service. [Supports Dept. Goals 1, 5]

MEASURES:

- Whether the work of accomplishing the department action priorities was shared among department members.
- Whether expectations for time and effort were discussed with individuals and/or the department.
- Department chair's perceived stress level (on a scale of 1 to 5) over accomplishing department action priorities.
- Based on end-of-year-reports and informal observation: whether evidence shows that faculty members are contributing reasonable levels of time and effort to action priorities other than teaching.

RESULT: Ongoing. Brill/Chair (Spring) engaged in four Action Priorities (1, 2, 3, 5); Brassfield/Interim Chair (Fall) engaged in four (1, 4, 6, 7); Atenasio engaged in 2 (2, 6); and Makang engaged in 1 (1). It is noteworthy that Atenasio is full-time, but not tenure/tenure-track. Some work on sharing responsibilities still needed. Expectations for time and work were discussed. Despite significant contribution from other faculty members, chair's stress level high (4). Faculty members reported a lack of time to devote to teaching due to service activities to department, college, and university.

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?:

Evidence of the effectiveness of retention and recruitment and outreach actions, which time allowed for, left us convinced of their importance to the program and need to continue and expand them. At the same time, we perceived that time is an issue. Some of this perceived lack of time may be the result of a non-optimal distribution of work among us. But some of that was due to the non-tenure/tenure track status of one faculty member (hence the action priority to request a PIN position). Facing the potential loss of at least one faculty member due to retrenchment, we are concerned about the amount of time we believe we need to engage in recruitment and retention and to teach our courses effectively, while at the same time achieving a healthy work-life balance. Adding to this concern is the prospect of merging with another department or other departments before Fall 2025. In any case, for the upcoming year, we plan to focus as much of our attention as possible on recruitment and retention.

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

The plan and results were conveyed to department members during monthly department meetings.

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

- [PHIL Letter to Interested Students.docx](#)
- [Letter to LS 1st Year Student.docx](#)
- [Letter to Admitted Students.docx](#)
- [Letter to CS 1st Year Student.docx](#)
- [Position Allocation Request Form FY 25\[5\].doc](#)
- [Letters to 11 LS Students.eml](#)

Theatre/Dance

Theatre & Dance Departmental Annual Report FY24

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: 07/01/2023

Providing Department: Theatre/Dance

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

1. Engage in the curricular review process. (Aligns with strategic goal #3).
2. Continue high-impact recruitment initiatives. (Aligns with strategic goal #2)
3. Work with interdisciplinary colleagues and stakeholders on establishment of FSU as an Arts Destination school. (Aligns with strategic goal #2)
4. Increase audience numbers for Theatre and Dance productions by broadening community connections. (Aligns with strategic goal #2)
5. Investigate feasibility of Education Pathway for Theatre students with Department of Education. (Aligns with strategic goal #3)
6. Edit and finalize Performing Arts Fee proposal and submit. (Aligns with strategic goal #4)

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

1. Engage in the curricular review process. Aligns with strategic goal #3.

Measurement based on the completion of an internal review process followed by the passage of a new curricular proposal through FSU's governance committees.

2. Continue high-impact recruitment initiatives. Aligns with strategic goal #2.

Measurement based on success of recruitment initiatives and number of matriculations.

3. Work with interdisciplinary colleagues and stakeholders on establishment of FSU as an Arts Destination school. Aligns with strategic goal #2.

Measurement based on movement of this initiative with stakeholders with visible actions.

4. Increase audience numbers for Theatre and Dance productions by broadening community connections. Aligns with strategic goal #2.

Measurement based on box office sales and number of audience members attending performances.

5. Investigate feasibility of Education Pathway for Theatre students with Department of Education. Aligns with strategic goal #3.

Measurement based on discussions with Educational Professions and vested interest by students.

6. Edit and finalize Performing Arts Fee proposal and submit. Aligns with strategic goal #4.

Measurement based on progress made.

What were the results?:

1. Engage in the curricular review process. (Aligns with strategic goal #3)

STATUS: COMPLETE for AY24 / INITIATIVE ONGOING

The curricular review process resulted in significant changes to the Design and Technology track of the program. Due to understaffing in this area, particularly in the area of costume design, the curriculum was revised from 30 to 21 credit hours.

Slight changes were also made to the Theatrical Studies track. THEA 315 Creative Dramatics was added as a capstone course to guide students who continue to demonstrate an interest in teaching, and THEA 466 was removed as a capstone due to its low probability rate as an offering.

Two marketing-related classes were combined as an efficiency. THEA 420 Marketing Yourself as an Actor and THEA 409 Marketing Yourself as a Designer and/or Technician will now fall under THEA 420 Marketing Yourself as an Artist. Students in both the Acting track and Design and Technology tracks will take this course as a requirement. The combination of these courses addressed enrollment and staffing issues in THEA 409. Prior to the official catalog change, the courses were offered in combination during spring 2024 as a practice run. The official start date for the new THEA 420 takes place this spring 2025.

Finally, THEA/ENGL 431 World Drama I was removed from the curriculum with support from the Department of Foreign Languages and Literature. It had become a bottleneck course based on frequency, requiring regular course substitutions. With this adjustment, the core of the Theatre major was reduced from 30 to 27 credits. The Design and Technology track was reduced from 30 to 21 credits. Credits for the Acting and Theatrical Studies tracks maintained 30 credits.

2. Continue high-impact recruitment initiatives. (Aligns with strategic goal #2)

STATUS: COMPLETE FOR AY24 / INITIATIVE ONGOING

The Department of Theatre and Dance remains highly active in recruitment initiatives. During FY2024, the department participated in three key events: 5th Mountain Maryland Theatre Festival, Connecting to Middle and High School Theatre programs through engagement and attendance, and participating in texting night with the Admissions office.

5TH MOUNTAIN MARYLAND THEATRE FESTIVAL

The MMTF continues to serve as a major recruitment effort at FSU. Over 5 years there have been thirty-one known matriculations. The festival includes two days of engagement with middle and high school students from across the region. This year, we increased capacity to include 6th and 7th grade students. Here are some highlights:

- 67 Theatre kids in grades 6 – 12
- 20 schools and programs represented from across region
- 8 events/workshops offered
- 7 FSU Student Ambassadors
- 5 Faculty/Staff involved
- 7 FSU Alumni presenters
- 6 Matriculations to FSU for fall 2024

ENGAGEMENT WITH MIDDLE AND HIGH SCHOOL THEATRE PROGRAMS

- Mountain Ridge High School, *Once Upon a Mattress*
 - George Georgeson, assisted with lighting and tech
 - Nicole Mattis, assisted with acting notes
 - Shea-Mikal Green, assisted with Intimacy Direction
 - Attendance and Ushering, Nicole Mattis
- Fort Hill High School, *On Your Feet!*
 - Auditions adjudicator, Nicole Mattis
 - Attendance, Nicole Mattis
- Allegany High School, *Bye Bye Birdie*
 - Attendance, Darrell Rushton
- Mountain City Center for the Arts (MCCA) 10 Year Anniversary Concert
 - Attendance, Nicole Mattis
- Mount Savage Middle School, *The Addams Family*
 - Attendance, Nicole Mattis
- Berlin Brothers Valley High School, *Anastasia*
 - Attendance, Darrell Rushton

PROSPECTIVE STUDENT TEXTING NIGHT

Tuesday, May 7, 2024, 6:00 PM – 8:00 PM

Held texting night event with FSU Admissions and answered questions presented by prospective students. The department will continue to participate in this effective event for fall 2024. The texting night likely resulted in one matriculation to FSU within days of the event.

AUDITIONS/INTERVIEWS FOR PROSPECTIVE STUDENTS

Saturday, March 9, 10:00 AM – 4:00 PM

Hosted several admitted students on campus for auditions and interviews into the tracks of the major. Students got to meet with current students, attend an FSU Theatre production (*Radium Girls*), and tour facilities. As a follow-up, prospects received acceptance letters immediately following and we stayed in contact with them through the matriculation process.

3. Work with interdisciplinary colleagues and stakeholders on establishment of FSU as an Arts Destination school. (Aligns with strategic goal #2)

STATUS: PROGRESS MADE / ONGOING INITIATIVE

Envisioning FSU as an arts destination school has the potential to increase enrollment. Statistics show that students who participate in the arts from middle school and on are highly motivated and they test well on standardized tests. Creating an outlet for these students can impact all majors, as arts students pursue educational pathways beyond the arts.

Advocacy for this vision led to the establishment of an Arts Newsletter issued through the FSU Foundation. The newsletter features entertainment and cultural highlights from academic departments (Theatre and Dance, Music, Visual Art, Center for Literary Arts, and Communication), 91.9 WFWM, and CES.

Additionally, "establishing FSU as an Arts Designation" is now part of the strategic plan for the College of Arts, Humanities, Social and Behavioral Sciences.

4. Increase audience numbers for Theatre and Dance productions by broadening community connections. (Aligns with strategic goal #2)

STATUS: COMPLETE FOR AY24 / ONGOING INITIATIVE

During the 2023 – 2024 academic year, Theatre and Dance produced four shows, including a post-covid relaunch of the Roundabout Children's Theatre Tour with *Nate the Great*.

2023 – 2024 marked our first successful year post-pandemic, and this is important context to understand for the performing arts. Theatre and Dance programs were just starting to get off the ground again and rebuild their audience base. We are pleased with the results.

Audiences largely reflected traditional demographics for in-house productions, but also included a large segment of K-5 kids and, new this year, IEP adaptive learners due to the children's tour.

- *Miss Bennet: Christmas at Pemberley*
 - 6 in-house performances – 497 audience members
- *Radium Girls*
 - 5 in-house performances – 513 audience members
- *Martin and Margaret and the MINDSWAP*
 - 6 in-house performances – 279 audience members
- *Nate the Great The Musical*, Roundabout Children's Theatre tour
 - 2 in-house performances, 2 CES performances, 10 tour performances - 3,660 audience members

TOTAL: 5,104 AUDIENCE MEMBERS

As noted above, *Nate the Great* yielded a largely K-5 audience during our tour through the public schools.

Through this program, the department diversified audience attendance with a sensory performance for IEP adaptive learners. This new initiative came to fruition in partnership with the Children's Adaptive Sports League (CASL).

5. Investigate feasibility of Education Pathway for Theatre students with Department of Education. (Aligns with strategic goal #3)

STATUS: TEMPORARILY PAUSED

This effort needs time. In 2022 the department lost four positions, which makes pursuing excellent ideas such as this a challenge. We do still plan to pursue this. Some movement did take place. During curriculum revision, we added an education course, THEA 315 Creative Dramatics, to the Theatrical Studies track of the major. In addition, outcomes of the unexpected retrenchment process may impact feasibility.

6. Edit and finalize Performing Arts Fee proposal and submit. Aligns with strategic goal #4.

STATUS: PAUSED UNTIL 2025

We learned that FY2025 is the year when departments can submit proposals for student fees. In partnership with the Department of Music, this proposal will be sent forward in FY25.

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 from our FY2024 actions have impacted our programming and focus heading into FY 2025. Recruitment will remain a centerpiece of our action plan, with emphasis on holding earlier and new recruitment events. We also plan to implement soft recruitment strategies with K-5 students through our Roundabout Children's Theatre Tour, which reached 3, 655 kids during fall 2023, and engage in texting events with the Admissions Department.

We will continue to advocate for the Arts through the "arts destination" mindset, firmly holding to the belief that an Arts Destination will positively impact enrollment at FSU.

Based on the catalog timeline, action #6 from the annual plan will move to FY2025.

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. Successful highlights were shared with the Dean of the College of Arts, Humanities, Social, and Behavioral Sciences and other administrators during chair check-ins, chair meetings, and through campus-wide emails and media outlets, including the new Arts newsletter.

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

- [4. 2023-2024 Audience Data.pdf](#)
- [1. Theatre Major Curriculum Revision.pdf](#)
- [3. The Arts eNewsletter - April 2024 Edition.eml](#)
- [FY24 Action Plan Report T&D.pdf](#)
- [2a. FY24 MMTF Grant report.pdf](#)
- [2. MMTF Program 2024.pdf](#)

Computer Science and Information Technology

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:

Economics

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Economics

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:

Engineering

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Engineering

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:

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

1. Recruit and retain diverse and talented faculty and staff. (links to CLAS Goal 4 and University Goal 4)
2. Develop New Programs in the Department (links to CLAS Goal 5 and University Goal 4)
3. Develop strategies to improve recruitment and retention of high-quality students (links to CLAS Goal 1 and University Goals 1 and 2).
4. Provide engaging experiences of education and other activities that challenge our students to excel. (Links to CLAS Goal 5 and University Goal 4).
5. Enhance professional development and service outreach by faculty and staff (links to CLAS Goal 5 and University Goal 4).

Start: 07/01/2023

Providing Department: Engineering

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

1. a. Hire new faculty members in Electrical, Material Engineering concentrations
- 1.b. Request Pin conversion of a physics faculty member
- 1.c. Engage faculty and staff in the newly developed "Center for Product Design and Advanced Manufacturing"
- 1.d. Revise departmental faculty evaluation guidelines
- 1.e. Engage faculty in research and projects-based activities
- 1.f. Improve the various department labs and educational tools.
- 1.g. Apply for external grant funding

- 2.a. Introduce a computer engineering program by Fall 2025.
2. b. Introduce a civil engineering program by Fall 2028.

- 3.a. Curricular review and changes
- 3.b. Continue developing the department website
- 3.c. Improve department recruiting efforts
- 3.d. Revise policies and procedures for student projects.
- 3.e. Securing funds for students' projects
- 3.f. Introduce new programs and concentrations

- 4.a. Improve academic advising within the department
- 4.b. Expand applied research opportunities for students
- 4.c. Provide opportunities for current students to meet program graduates
- 4.d. Engage students in the developing design and manufacturing center

- 5.a. Support conferences and publishing research
- 5.b. Develop internal department policies

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

1. Recruit and retain diverse and talented faculty and staff

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

Measure: Changes to the DEC guidelines.

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

Measure: Students-Research projects, grant proposals, papers published, etc.

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

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

1.d. Hire new full-time faculty members

Measure: PIN conversions, new PINs, new FTNT.

- 1.e. Apply for external grant funding

Measure: Research grant proposals and non-research grant proposals

2. Develop New Programs in the Department

Measure: number of programs developed in the department

3. Develop strategies to improve recruitment and retention of high-quality students

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

Measure: curriculum reviews and the number of changes made.

Student performance on course-level evaluations and program-level assessments increases.

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

Measure: Updates on the department website include student stories engaged in experiential learning that are attractive to prospective students.

- 3.c. Revise policies and procedures for students' projects.

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

- 3.d. Securing funds for the students' projects

Measure: proposals and funds received for students projects

- 3.e. New programs and concentrations

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

4. Provide engaging experiences of education and other activities that challenge our students to excel

- 4.a. Improve academic advising within the department

Measure: assign each student to a faculty mentor.

- 4.b. Expand applied research opportunities for students

measures: number of students involved in research projects

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

Measure: number of students who graduate every year

4.d. Engage students in the developing design and advanced manufacturing center

Measure: Number of students involved with the design and advanced manufacturing center, CPDAM.

5. Enhance professional development and service outreach by faculty and staff

5.a. Support conferences and publishing research

Measure: the number of faculty attending professional conferences.

5. b. Developing internal department policies

Measure: The number of policies developed

What were the results?:

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

Measure: Changes to the DEC guidelines.

The DEC evaluation guideline was discussed and the focus was on professional development.

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

Measure: Students-Research projects, grant proposals, papers published, etc.

number of publications were increased. The department faculty published 10 new papers and attended 2 conferences. Two faculty from the department were able to secure a major grant. \$160,000 funded by MIPS and Beitzel Co.

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

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

Software packages in the labs were revised and updated Multisim software package was installed. All other software packages were renewed. #D canner and lab kits for ENME 351 were purchased.

1.d. Hire new full-time faculty members

Measure: PIN conversions, new PINs, new FTNT.

two new faculty members were hired in replacement of two retirees. One in the electrical program and the second in the material program.

1.e. Apply for external grant funding

Measure: Research grant proposals and non-research grant proposal

Two proposals were submitted. One proposal was granted (\$160,000). Title: developing a solar trailer with batteries.

2. Develop New Programs in the Department

Measure: number of programs developed in the department

Due to the reforming of the colleges at FSU, the Physics and Engineering department was separated. Engineering became a separate department. It consists of an Electrical and Material Engineering program at FSU, a collaborative Mechanical Engineer program with UMD-College Park, a remote Material Engineering concentration at Cecil College, and a remote Electrical Engineering program at Arundel Mills College. Civil Engineering is one of the major Engineering programs in any engineering department or college in the USA. We don't have this program at FSU. Civil Engineering is expected to attract many new and transfer students. We were thinking of introducing a Civil Engineering program at FSU but upon discussing this with our engineering advisory board they recommended that we offer computer Engineering first and later a Civil engineering program as there is more demand for computer engineering due to AI.

2.a. Introduce a computer engineering program by Fall 2025.

2. b. Introduce a civil engineering program by Fall 2028.

Develop strategies to improve recruitment and retention of high-quality students

3.a. Curricular changes (to raise standards throughout the curriculum).
Measure: Programs curriculum reviews and the number of changes made.

Many changes were done - Sample Curriculum Changes:

1. Change in the required Chemistry course for the Collaborative Mechanical Engineering Program and the BS Engineering Program – CHEM 135, General Chemistry for Engineers

CHEM 201 (4 credits) and CHEM 202/CHEM 133 (3 credits) were replaced by one course, CHEM 135 (General Chemistry for Engineers). The number of credit hours reduced from 133 hours to 129 credit hours required for the Collaborative ME program.

2. Adding a reliability course to the curriculum as an elective – ENME 445, Design for Reliability

3. Update the catalog description/prerequisites/frequency for courses in the Collaborative Mechanical Engineering Program

ENME 361, ENME 400, ENME 462, ENME 361, ENME 472

.Change in catalog description/prerequisites/frequency

Change credit hours for ENEE 204, ENEE 244, ENEE 360

.Add two core courses to the list of Mechanical Engineering courses in the 2022-2023 catalog. ENME 361, Vibration, Controls, and Optimization I and ENME 462, Vibration, Controls, and Optimization II, are not on the list on Mechanical Engineering courses in the 2022-2023 catalog. These are core courses for the Collaborative Mechanical Engineering Program and should be included on the list.

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

Measure: Updates on the department website include student stories engaged in experiential learning that are attractive to prospective students.

The department website for the mechanical, Electrical, and material programs were updated. Detailed information for students and prospective students were added.

3.c. Revision of policies and procedures for student projects

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

labs safety procedures were updated. Labs safety and policies were good for our 2023 ABET accreditation.

3.d. Securing funds for students' projects

Measures; proposals and funds received for students' projects

6 Students were involved MIPS/Bitzel project (\$160,000). Also, students received a PELEF grant. 7 students were hired in CPDAM funded by Powergrant.

3.e. new programs and concentration

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

Here, the department chair had extensive discussions with various faculty on the issue of new programs. It was identified that Computer Engineering, Civil Engineering, and Energy are among the potentials based on departmental recourses. The department chair discussed this with the dean and received his support.

Introduce a computer engineering program by Fall 2025.

Introduce a civil engineering program by Fall 2028.

4. Provide engaging experiences of education and other activities that challenge our students to excel

4.a. Improve academic advising within the department

Measure: assign each student to a faculty mentor.

New faculty were hired in the department and they were assigned new students according to major.

4.b. Expand applied research opportunities for students

measures: number of students involved in research projects.

5 students were involved in the LIDAR MIPS/Intelligent Fusion Technology project, and 2 students were involved with the energy MIPS/Bitzel project. 2 more students worked on FSU foundation projects grant.

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

Measure: number of students who graduate every year.

last year there 47 students graduated from engineering. An increase of about 15% from the year before.

4.d. Engage students in the developing design and advanced manufacturing center

Measure: Number of students involved with the design and advanced manufacturing center, CPDAM.

7 students were hired to work for the CPDAM.

5. Enhance professional development and service outreach by faculty and staff

5.a. Support conferences and publishing research

Measure: the number of faculty attending professional conferences.

2 faculty received funds to attend conferences

5. b. Developing internal department policies

Measure: The number of policies developed

Safety procedures were developed. Policies are in progress

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 changes have impacted the operations in the department. The classrooms and labs, student workers, number of graduates, winning design day award at UMD, etc were among the impacts. The focus will be on retention of students. The resources allocated were based on the results.

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

The plan and results are conveyed to the department via email and in-person and online meetings.

Evidence, artifacts, and or back up documentation:

Engineering, Electrical Engineering and Materials Engineering Concentrations

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Engineering, Electrical Engineering and Materials Engineering Concentrations

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:

Mechanical Engineering

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Mechanical Engineering

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:

College of Education, Health & Natural Sciences

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

| | University Goals | CEHNS Goals |
|----|--|---|
| I. | <p>1. Focus learning on both acquisition and application of knowledge</p> <p>A. Ensure students acquire the essential knowledge and skills needed to succeed.</p> <p>B. Infuse applied learning throughout the FSU curriculum.</p> <p>C. Integrate innovative practices and technology into the learning process.</p> | <p>1.CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> |
| II | <p>2. Provide Engaging experience that allows our students to excel.</p> <p>A. Implement an advising/support structure that meets student needs from applicant through alumna/us.</p> <p>B. Integrate effective career and professional development into the student experience.</p> <p>C. Create a campus climate that enhances the well-being of our students and is welcoming, inclusive, and contributes to the cultural competence of each of our graduates.</p> | <p>2.CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> |
| | <p>3 Expand Regional Outreach and Engagement</p> <p>A. Support economic development in Western Maryland through targeted initiatives.</p> <p>B. Provide opportunities for student engagement to address community needs in the region.</p> <p>C. Promote and market Frostburg State University’s successes, strengths, and assets in Maryland and the region.</p> | <p>3.CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers.</p> |

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

Start: 07/01/2023

Providing Department: College of Education, Health & Natural Sciences

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

| CEHNS Goals | Action Priorities |
|---|--|
| <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>1.1 Ensure each Department’s Strategic plan includes action priorities to increase academic excellence.</p> <p>1.2 Develop and maintain a college-wide assessment committee to monitor the University’s graduate and undergraduate institutional student learning goals, which can determine areas of concern and provide support towards academic excellence.</p> <p>1.3 Provide incentives through PELEF and grant support to programs for development of students’ professionalism, research skills, and service.</p> <p>1.4 Demonstrate that programs within the college are continuously assessing curriculum development.</p> |
| <p>2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> | <p>2.1 Implement any recommendations by the University on advising initiatives into the operation of the College and departments.</p> <p>2.2 Develop advising recommendations for programs and the college through the Dean’s, Student, and Alumni Advisory Councils, which will promote student well-being and increase retention.</p> <p>2.3 Create opportunities at the College level to support and promote lifelong learning skills through an inclusive environment.</p> |
| <p>3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers.</p> | <p>3.1 Develop alumni advisory council and maintain college and program advisory councils that will assist in recommendations and support for outreach learning activities.</p> <p>3.2 Create opportunities to develop funding and support to connect departments with the community and future employers.</p> <p>3.3. Support department efforts to develop community-based learning opportunities.</p> |

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| <p>4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators.</p> | <p>4.1 Recruit highly qualified and diverse leadership, faculty, and staff. 4.2 Ensure department level strategic planning includes recruitment and retention activities and events to increase student enrollment in all programs. 4.3 Meet with community college personnel to establish Articulation Agreements to assist with seamless transitions between institutions thereby serving a community need.</p> |
| <p>5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments.</p> | <p>5.1 Develop and hold CEHNS Chairs council meetings to discuss college updates, departmental updates and needs, student academic issues, strategic planning and reporting. 5.2 Develop and hold Dean’s Advisory Council meetings when needed to make recommendations on commencement speakers, PINS, student appeals, PELEF, and College level strategic planning. 5.3 Develop and hold monthly CEHNS Curriculum Committee to monitor curricular changes, catalog updates and support faculty through the governance process using Kualu. 5.4 Develop and hold a college level assessment committee to discuss, monitor and report department assessment for Institutional Student Learning Goals and share accreditation updates. 5.5 Develop and hold administrative assistant meetings throughout the year to communicate college level initiatives and obtain information from departmental needs. 5.6 Support the University’s efforts towards Middle State Accreditation. 5.7 Hold faculty and staff retreat twice a year to provide professional development topics and share information to all departments in the college.</p> |

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

| CEHNS Goals | Action Priorities | Metrics |
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| <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>1.1 Ensure each Department’s Strategic plan includes action priorities to increase academic excellence. 1.2 Develop and maintain a college-wide assessment committee to monitor the University’s graduate and undergraduate institutional student learning goals, which can determine areas of concern and provide support towards academic excellence. 1.3 Provide incentives through PELEF and grant support to programs for development of students’ professionalism, research skills, and service. 1.4 Demonstrate that programs within the college are continuously assessing curriculum development.</p> | <p>1.1 Analyze Department Plans to check for academic action items. Quantify number of departments with completed Action Priorities 1.2 Monitor the outcomes of establishing and maintaining the Assessment committee through minutes. Outcomes will be measured by submission of data by May of 2024. 1.3 Determine the number of programs who applied for PELEF and grants to support student development. 1.4 Analyze department strategic plans and action priorities to determine the number of departments actively working on assessing curriculum improvements.</p> |

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| <p>2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> | <p>2.1 Implement any recommendations by the University on advising initiatives into the operation of the College and departments. 2.2 Develop advising recommendations for programs and the college through the Dean's, Student, and Alumni Advisory Councils, which will promote student well-being and increase retention. 2.3 Create opportunities at the College level to support and promote lifelong learning skills through an inclusive environment.</p> | <p>2.1 Determine University advising initiatives and analyze department plans for implementation. 2.2 List the number of advising recommendations this year stemming from advising councils as a baseline of data. 2.3 List the number of opportunities provided by the College to support lifelong learning skills through an inclusive environment for baseline data.</p> |
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| <p>3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers.</p> | <p>3.1 Develop alumni advisory council and maintain college and program advisory councils that will assist in recommendations and support for outreach learning activities. 3.2 Create opportunities to develop funding and support to connect departments with the community and future employers. 3.3. Support department efforts to develop community-based learning opportunities.</p> | <p>3.1 Compile minutes from the advisory councils to determine baseline data on recommendations for outreach learning activities. 3.2 List as baseline data the number of grants and funding opportunities provided or supported by the Dean's Office to connect departments with community and future employers. 3.3 Analyze efforts to support departments in their efforts to develop community-based learning opportunities. Create baseline data for future growth measures.</p> |
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| <p>4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators.</p> | <p>4.1 Recruit highly qualified and diverse leadership, faculty, and staff. 4.2 Ensure department level strategic planning includes recruitment and retention activities and events to increase student enrollment in all programs. 4.3 Meet with community college personnel to establish Articulation Agreements to assist with seamless transitions between institutions thereby serving a community need.</p> | <p>4.1 Determine the number of hires and the compatibility of the hires to the qualification set forth in the advertisement. 4.2 Analyze department strategic plans to determine number of departments including recruitment and retention action priorities. Monitor student enrollment data for Fall 2024. 4.3 Establish the baseline of articulation agreements developed between departments and community colleges for this academic year.</p> |

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| <p>5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments.</p> | <p>5.1 Develop and hold CEHNS Chairs council meetings to discuss college updates, departmental updates and needs, student academic issues, strategic planning and reporting.</p> <p>5.2 Develop and hold Dean’s Advisory Council meetings when needed to make recommendations on commencement speakers, PINS, student appeals, PELEF, and College level strategic planning.</p> <p>5.3 Develop and hold monthly CEHNS Curriculum Committee to monitor curricular changes, catalog updates and support faculty through the governance process using Quali.</p> <p>5.4 Develop and hold a college level assessment committee to discuss, monitor and report department assessment for Institutional Student Learning Goals and share accreditation updates.</p> <p>5.5 Develop and hold administrative assistant meetings throughout the year to communicate college level initiatives and obtain information from departmental needs.</p> <p>5.6 Support the University’s efforts towards Middle State Accreditation.</p> <p>5.7 Hold faculty and staff retreat twice a year to provide professional development topics and share information to all departments in the college.</p> | <p>5.1 Analyze the development of the CEHNS Chair’s Council through minutes and obtain feedback from Chairs at the end of the academic year.</p> <p>5.2 Analyze the development of the Dean’s Advisory Council through minutes and obtain feedback from Advisory members at the end of the academic year.</p> <p>5.3 Analyze the development of the CEHNS Curriculum Committee through minutes and obtain feedback from Advisory members at the end of the academic year.</p> <p>5.4 Analyze the development of the CEHNS Assessment Committee through minutes and obtain feedback from Assessment members at the end of the academic year. Also, determine the completion rate of Student Learning data for each department.</p> <p>5.5 Analyze the development of Administrative Assistant meeting through minutes and obtain feedback from Administrative Assistants at the end of the academic year.</p> <p>5.6 Determine the number of active college members involved in the Middle States Accreditation Committees in comparison to the total number of CEHNS faculty.</p> <p>5.7 Establish faculty/Staff retreats twice a year and obtain feedback from focus group on the outcomes of the retreats. (Focus group will be the Dean’s Advisory Council this year.)</p> |
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What were the results?:

| CEHNS Goals | Action Priorities | Metrics | Results |
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| <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>1.1 Ensure each Department's Strategic plan includes action priorities to increase academic excellence.</p> <p>1.2 Develop and maintain a college-wide assessment committee to monitor the University's graduate and undergraduate institutional student learning goals, which can determine areas of concern and provide support towards academic excellence.</p> <p>1.3 Provide incentives through PELEF and grant support to programs for development of students' professionalism, research skills, and service.</p> <p>1.4 Demonstrate that programs within the college are continuously assessing curriculum development.</p> | <p>1.1 Analyze Department Plans to check for academic action items. Quantify number of departments with completed Action Priorities.</p> <p>1.2 Monitor the outcomes of establishing and maintaining the Assessment committee through minutes. Outcomes will be measured by submission of data by May of 2024.</p> <p>1.3 Determine the number of programs who applied for PELEF and grants to support student development.</p> <p>1.4 Analyze department strategic plans and action priorities to determine the number of departments actively working on assessing curriculum improvements.</p> | <p>1.1. # of Action Priorities in department strategic plans indicating academic excellence: Nursing – 5 Geography – 2 Biology – 3 CHEM/PHYS – 2 PA – 2 Ed Prof – 6 Kinesiology – 4 Social Work – N/A Results to be determined</p> <p>1.2 The Assessment Committee established a template to collect data on Student Learning Goals. Each Department identified assessments to measure the UG and Grad SLG. Data was collected on the previous College's Departments. Data was compiled and report was submitted. (See SLAGG and GLAGG Reports for COE)</p> <p>1.3 5 out of 7 departments (programs) - excludes Graduate programs. Biology – 4 Biology/Geog - 1 CHEM/Physics - 2 Educational Prof – 2</p> <p>1.4 7/8 - All that submitted Strategic Plans. Nursing – Yes - Ensure all curriculum is mapped to the new AACN domains and NCLEX blueprint. Geography – Yes- Demonstrate continual reflection on and improvement of our academic programs through catalog revisions and curriculum review. Biology – Yes - Create new curricular pathways to broaden the academic experience Chem/Physics - Yes --For the Chemistry program: Review how last years approved curriculum changes are being implemented and suggest modifications if needed. -For the Physics program: Start a full curriculum review and propose modifications where needed through governance. PAM - Demonstrate the ability to make informed decisions about patient care consistent with up-to-date scientific evidence and sound clinical judgment. Metric: Preceptor evaluations of clinical problem solving at program benchmark. Educational Professions - (several) example: Ensure alignment of learning outcomes with appropriate standards and key assessments. Kinesiology - (several) example: Review and synthesize comprehensive assessment and</p> |
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| | | | accreditation data to evaluate academic needs and make data-based decisions for changes and revisions. |
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| <p>2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> | <p>2.1 Implement any recommendations by the University on advising initiatives into the operation of the College and departments.</p> <p>2.2 Develop advising recommendations for programs and the college through the Dean's, Student, and Alumni Advisory Councils, which will promote student well-being and increase retention.</p> <p>2.3 Create opportunities at the College level to support and promote lifelong learning skills through an inclusive environment.</p> | <p>2.1 Determine University advising initiatives and analyze department plans for implementation.</p> <p>2.2 List the number of advising recommendations this year stemming from advising councils as a baseline of data</p> <p>2.3 List the number of opportunities provided by the College to support lifelong learning skills through an inclusive environment for baseline data.</p> | <p>Based on the implementation ideas, the new strategic plan will address advising initiatives.</p> <p>The topic was not discussed.</p> <p>Strategic Planning Action Items for Retention included: Nursing - Complete midterm warnings to all students with advisor follow up. Geography – focused on recruitment but promoted student well-being through “Create a supportive learning environment.” Biology – Focused on instructor retention Chemistry/Physics - Action Priority 1D: Evaluate Chemistry and Physics Major Retention - Develop a system to track and evaluate retention within the department Physician Assistants – Plan focused on program outcomes. Educational Professions - Support the Department Advising Center for collaborative work with University Admissions Office for the restructuring of the transfer advising system. Kinesiology - To support educational and advising activities that challenge our students to excel, expands their cultural competence and engages them with the department, on campus and at the local, national, and international level. - Action Items included (example) - Establish expectations for faculty who are advising student organizations in order to assure integration of student needs in programming efforts.</p> |
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| <p>3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers.</p> | <p>3.1 Develop alumni advisory council and maintain college and program advisory councils that will assist in recommendations and support for outreach learning activities.</p> <p>3.2 Create opportunities to develop funding and support to connect departments with the community and future employers.</p> <p>3.3. Support department efforts to develop community-based learning opportunities.</p> | <p>3.1 Compile minutes from the advisory councils to determine baseline data on recommendations for outreach learning activities.</p> <p>3.2 List as baseline data the number of grants and funding opportunities provided or supported by the Dean's Office to connect departments with community and future employers.</p> <p>3.3 Analyze efforts to support departments in their efforts to develop community-based learning opportunities. Create baseline data for future growth measures.</p> | <ul style="list-style-type: none"> •P20 Advisory Council Results - See Minutes •Alumni Advisory councils deferred to another year. <p>Results for 23 – 24 through the College</p> <ul style="list-style-type: none"> •PELEF •Maryland Accelerates Grant •Maryland Leads Grant •Federal Earmark – Education, Planetarium •REACH Grant •Department Level Grants not compiled <p>•College level: P20 Advisory Council</p> <ul style="list-style-type: none"> •Greater Cumberland Chamber of Commerce Education Committee •Allegany County Chamber of Commerce •UPMC Quality Assurance Data Metrics Committee •Focus on the Future <p>•Department Level efforts include:</p> <ul style="list-style-type: none"> •By the end of the academic year, increase affiliation agreements with local and regional organizations for clinical placement. •Host Poverty Simulation •Western Maryland Regional GIS Center's outreach and collaboration with the community (local, regional, and state) •CLC events, STEM outreach, FSEA and FAEYC projects •HUB and PALS •M.Ed. and PDS advisory councils |
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| | | | <p>Committee Members. CEHNS has the most faculty participation of all colleges on the steering committees.</p> <ul style="list-style-type: none"> •Standard I- Rebekah Taylor •Standard II – Eric Moore •Standard III – Ben Norris and Jill Buterbaugh. •Standard IV – Kara Platt •Standard V – Janet Mattern •Standard VI – Karen Keller •Standard VII – James Saku <p>The Fall Retreat was held on 8/24/23 in EHSC 208. Beyond information, the college members received a presentation on Navigate. The members also focused on the Mission and Vision of the new college.</p> <p>The Spring Retreat was not held.</p> |
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How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?:

| CEHNS Goals | Action Priorities | Metrics | Results | Impact |
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| <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>1.1 Ensure each Department's Strategic plan includes action priorities to increase academic excellence.</p> <p>1.2 Develop and maintain a college-wide assessment committee to monitor the University's graduate and undergraduate institutional student learning goals, which can determine areas of concern and provide support towards academic excellence.</p> <p>1.3 Provide incentives through PELEF and grant support to programs for development of students' professionalism, research skills, and service.</p> <p>1.4 Demonstrate that programs within the college are continuously assessing curriculum development.</p> | <p>1.1 Analyze Department Plans to check for academic action items. Quantify number of departments with completed Action Priorities.</p> <p>1.2 Monitor the outcomes of establishing and maintaining the Assessment committee through minutes. Outcomes will be measured by submission of data by May of 2024.</p> <p>1.3 Determine the number of programs who applied for PELEF and grants to support student development.</p> <p>1.4 Analyze department strategic plans and action priorities to determine the number of departments actively working on assessing curriculum improvements.</p> | <p># of Action Priorities in department strategic plans: Nursing – 5 Geography – 2 Biology – 3 CHEM/PHYS – 2 PA – 2 Ed Prof – 6 Kinesiology – 4 Social Work – N/A Results to be determined</p> <p>The Assessment Committee established a template to collect data on Student Learning Goals. Each Department identified assessments to measure the UG and Grad SLG. Data was collected on the previous College's Departments. Data was compiled and report was submitted. (See SLAGG and GLAGG Reports for COE)</p> <p>5 out of 7 departments (programs) - excludes Graduate programs. Biology – 4 Biology/Geog - 1 CHEM/Physics - 2 Educational Prof – 2</p> <p>7/8 - All that submitted Strategic Plans. Nursing – Yes - Ensure all curriculum is mapped to the new AACN domains and NCLEX blueprint.</p> <p>Geography – Yes- Demonstrate continual reflection on and improvement of our academic programs through catalog revisions and curriculum review.</p> <p>Biology – Yes - Create new curricular pathways to broaden the academic experience</p> <p>Chem/Physics - Yes --For the Chemistry program: Review how last years approved curriculum changes are being implemented and suggest modifications if needed. -For the Physics program: Start a full curriculum review and propose modifications where needed through governance.</p> <p>PAM - Demonstrate the ability to make informed decisions about patient</p> | <p>1.1 The impact was data that will be monitored in future years. The results indicate departments are targeting academic excellence. Results are seen also in the University Student Learning.</p> <p>1.2 The impact from this year's Assessment committee is a deeper understanding of the assessments and a continue connection to standards. The committee will be working on identifying assessments connected to the student learning goals, aggregating data, and sharing results.</p> <p>1.3 The trend of application for PELEF grants is increasing. The advisory group who determines the awards developed guidelines and a rubric to assist departments in providing meaningful applications connected to student experiential learning.</p> <p>1.4 The impact of the results of this action item shows all departments using strategic planning effectively to assess curriculum improvements. This action item will continue to be important to monitor continuous improvements.</p> |
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| | | | <p>care consistent with up-to-date scientific evidence and sound clinical judgment. Metric: Preceptor evaluations of clinical problem solving at program benchmark.</p> <p>Educational Professions - (several) example: Ensure alignment of learning outcomes with appropriate standards and key assessments.</p> <p>Kinesiology - (several) example: Review and synthesize comprehensive assessment and accreditation data to evaluate academic needs and make data-based decisions for changes and revisions.</p> | |
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| <p>2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> | <p>2.1 Implement any recommendations by the University on advising initiatives into the operation of the College and departments.</p> <p>2.2 Develop advising recommendations for programs and the college through the Dean's, Student, and Alumni Advisory Councils, which will promote student well-being and increase retention.</p> <p>2.3 Create opportunities at the College level to support and promote lifelong learning skills through an inclusive environment.</p> | <p>2.1 Determine University advising initiatives and analyze department plans for implementation.</p> <p>2.2 List the number of advising recommendations this year stemming from advising councils as a baseline of data.</p> <p>2.3 List the number of opportunities provided by the College to support lifelong learning skills through an inclusive environment for baseline data.</p> | <p>Strategic Planning Action Items for Retention included:</p> <p>Nursing - Complete midterm warnings to all students with advisor follow up.</p> <p>Geography – focused on recruitment but promoted student well-being through “Create a supportive learning environment.”</p> <p>Biology – Focused on instructor retention</p> <p>Chemistry/Physics - Action Priority ID: Evaluate Chemistry and Physics Major Retention</p> <p>-Develop a system to track and evaluate retention within the department</p> <p>Physician Assistants – Plan focused on program outcomes.</p> <p>Educational Professions - Support the Department Advising Center for collaborative work with University Admissions Office for the re-structuring of the transfer advising system.</p> <p>Kinesiology - To support educational and advising activities that challenge our students to excel, expands their cultural competence and engages them with the department, on campus and at the local, national, and international level. - Action Items included (example) - Establish expectations for faculty who are advising student organizations in order to assure integration of student needs in programming efforts.</p> | <p>2.1 While there haven't been specific advising initiatives from the University, the college plan will keep this action plan to ensure they include critical advising initiatives.</p> <p>2.2 Advisory Council information was not collected. There is a plan to capture this data in the following year.</p> <p>2.3 Each department shared ways in which they created a supportive learning environment and assisted in advising strategies. This action item will continue.</p> |
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| <p>3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers.</p> | <p>3.1 Develop alumni advisory council and maintain college and program advisory councils that will assist in recommendations and support for outreach learning activities.</p> <p>3.2 Create opportunities to develop funding and support to connect departments with the community and future employers.</p> <p>3.3. Support department efforts to develop community-based learning opportunities.</p> | <p>3.1 Compile minutes from the advisory councils to determine baseline data on recommendations for outreach learning activities.</p> <p>3.2 List as baseline data the number of grants and funding opportunities provided or supported by the Dean's Office to connect departments with community and future employers.</p> <p>3.3 Analyze efforts to support departments in their efforts to develop community-based learning opportunities. Create baseline data for future growth measures.</p> | <ul style="list-style-type: none"> •P20 Advisory Council Results - See Minutes •Alumni Advisory councils deferred to another year. <p>Results for 23 – 24 through the College</p> <ul style="list-style-type: none"> •PELEF •Maryland Accelerates Grant •Maryland Leads Grant •Federal Earmark – Education, Planetarium •REACH Grant •Department Level Grants not compiled <ul style="list-style-type: none"> •College level: P20 Advisory Council <ul style="list-style-type: none"> •Greater Cumberland Chamber of Commerce Education Committee •Allegany County Chamber of Commerce •UPMC Quality Assurance Data Metrics Committee •Focus on the Future •Department Level efforts include: <ul style="list-style-type: none"> •By the end of the academic year, increase affiliation agreements with local and regional organizations for clinical placement. •Host Poverty Simulation •Western Maryland Regional GIS Center's outreach and collaboration with the community (local, regional, and state) •CLC events, STEM outreach, FSEA and FAEYC projects •HUB and PALS in Hagerstown •M.Ed. and PDS advisory councils | <p>3.1 P20 Advisory continued throughout the year and included school system partners as well as community college. Advisory Councils are important and should be added to the next year's plan.</p> <p>3.2 Several grants provided support for departments. In an era of funding shortage, the more external funding the easier it is for departments to function effectively.</p> <p>3.3 Multiple community-based learning opportunities were established over the past year. Continue efforts will be part of future planning.</p> |
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| <p>4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators.</p> | <p>4.1 Recruit highly qualified and diverse leadership, faculty, and staff.</p> <p>4.2 Ensure department level strategic planning includes recruitment and retention activities and events to increase student enrollment in all programs.</p> | <p>4.1 Determine the number of hires and the compatibility of the hires to the qualification set forth in the advertisement.</p> <p>4.2 Analyze department strategic plans to determine number of departments including recruitment and retention action priorities. Monitor student enrollment data for Fall 2024.</p> | <p>Hiring suspended for many tenure track positions.</p> <p>January – Ed Professions – Special Education position. Hire was compatible with qualifications.</p> <p>Nursing - (Goal)</p> <ul style="list-style-type: none"> •By the end of the academic year, increase enrollment by 30% through the implementation of new academic programs. (See action items in dept plan.) <p>Educational Professions - (Action Items)</p> <ul style="list-style-type: none"> •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. <p>Geography- (Action Items)</p> <ul style="list-style-type: none"> •Participate in Office of Admissions events and recruitment activities. •Participate in additional events on campus that are aimed at student recruitment to the university and/or academic programs on campus <p>Chemistry & Physics - (Action Items)</p> <ul style="list-style-type: none"> •Implement Departmental Recruitment Plan •Continue to Develop Videos for Prospective Chemistry and Physics Students | <p>4.1 Nursing continues to grow and grants are assisting with the hiring of new faculty. As faculty retire or leave, the college will continue their efforts to high highly qualified and diverse candidates to fill positions.</p> <p>4.2 All departments worked towards recruitment and retention of students. These efforts will continue into the next planning year.</p> <p>4.3. Each department is working to establish articulation agreements with all area community colleges. This practice will continue until at the very least all Maryland community colleges have these agreements with FSU's programs.</p> |
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| | <p>4.3 Meet with community college personnel to establish Articulation Agreements to assist with seamless transitions between institutions thereby serving a community need.</p> | <p>4.3 Establish the baseline of articulation agreements developed between departments and community colleges for this academic year.</p> | <ul style="list-style-type: none"> •Implement Departmental Orientation Program •Evaluate Chemistry and Physics Major Retention •Update Department Website <p>Physician Assistant - (Goal) Matriculate and graduate students from Healthcare Professions Shortage Areas and Medically Underserved Areas.</p> <p>Kinesiology - (Goal) To implement recruitment and retention initiatives that will increase student enrollment and diversity in each of the programs offered in the department of Kinesiology. (See action items in dept plan)</p> <p>Ed Professions – Elementary/Special Education with ACM</p> <p>All Articulation Agreements (Transfer Agreements) are on the University website.</p> | |
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| <p>5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments.</p> | <p>5.1 Develop and hold CEHNS Chairs council meetings to discuss college updates, departmental updates and needs, student academic issues, strategic planning and reporting.</p> <p>5.2 Develop and hold Dean's Advisory Council meetings when needed to make recommendations on commencement speakers, PINS, student appeals, PELEF, and College level strategic planning.</p> <p>5.3 Develop and hold monthly CEHNS Curriculum Committee to monitor curricular changes, catalog updates and support faculty through the governance process using Kualu.</p> <p>5.4 Develop and hold a college level assessment committee to discuss, monitor and report department assessment for Institutional Student Learning Goals and share accreditation updates.</p> | <p>5.1 Analyze the development of the CEHNS Chair's Council through minutes and obtain feedback from Chairs at the end of the academic year.</p> <p>5.2 Analyze the development of the Dean's Advisory Council through minutes and obtain feedback from Advisory members at the end of the academic year.</p> <p>5.3 Analyze the development of the CEHNS Curriculum Committee through minutes and obtain feedback from Advisory members at the end of the academic year.</p> <p>5.4 Analyze the development of the CEHNS Assessment Committee through minutes and obtain feedback from Assessment members at the end of the academic year. Also, determine the completion rate of Student Learning data for each department.</p> <p>5.5 Analyze the development of Administrative Assistant meeting through minutes and obtain feedback from Administrative Assistants at the end of the academic year.</p> <p>5.6 Determine the number of active college members involved in the Middle States</p> | <p>Chairs Council was held every month from August Retreat to monthly meetings from September to May with the exception of a March meeting was cancelled. Agendas and Minutes were collected in CEHNS Chairs Council Team on Microsoft Teams app. Chairs provided feedback on structure and function throughout the year. See minutes for in-depth conversations.</p> <p>Dean's Advisory Council was held 4 times during the academic year. The council provided recommendations on Commencement Speakers and PELEF grant. Due to the council, criteria and rubrics were designed to clarify the nominations in both commencement speaker and PELEF recipients.</p> <p>Monthly CEHNS Curriculum meetings were held with Dr. David Puthoff as Chair. Issues early regarding the use of Kualu were resolved in process discussions. Meeting times were an issue due to requests by the Dean's office to hold Chairs meetings during their regular time. The Curriculum Committee accommodated the request and asked for a specific dedicated time for AY 25. Dr. Puthoff polled members and a time was established.</p> <p>The CEHNS Assessment Committee was established. The committee met three times during the semester. Dr. Jacqueline Durst chaired the committee. The committee determined a template that would be used by programs across the college to collect assessment data aligned to the Undergraduate and Graduate Student</p> | <p>5.1 Chairs Councils were very helpful to establishing constant lines of communication and providing a forum for chairs to articulate needs. These meetings will continue into the next year.</p> <p>5.2 The Dean's Advisory Council met throughout the year and provided feedback on commencement speakers, PELEF grants and shared their opinions on issues facing the college. This practice will continue.</p> <p>5.3 The Curriculum Committee was highly effective under David Puthoff and members provided thoughtful recommendations along with approvals. This practice will continue.</p> <p>5.4 The assessment committee was able to establish a baseline of understanding surrounding the Institutional Learning Goals and determine how program assessments can provide data on meeting those goals. For the upcoming year, the programs will work on using those assessments to connect to the goals and provide data on the outcomes.</p> <p>5.5 The impact of the Administrative Assistant meetings provided a forum for the admins to share ideas and to learn from each other. This committee is important to the overall effectiveness of the college and will continue.</p> <p>5.6 Faculty were very supportive of the Middle States Accreditation efforts. They will continue to provide support.</p> <p>5.7 It was easier to establish the retreat at the beginning of each academic year, but it is helpful to have at least two meetings/retreats per year. The hope is that it will happen twice in the upcoming year.</p> |
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| | <p>5.5 Develop and hold administrative assistant meetings throughout the year to communicate college level initiatives and obtain information from departmental needs.</p> <p>5.6 Support the University's efforts towards Middle State Accreditation.</p> <p>5.7 Hold faculty and staff retreat twice a year to provide professional development topics and share information to all departments in the college.</p> | <p>Accreditation Committees in comparison to the total number of CEHNS faculty.</p> <p>5.7 Establish faculty/Staff retreats twice a year and obtain feedback from focus group on the outcomes of the retreats. (Focus group will be the Dean's Advisory Council this year.)</p> | <p>Learning Goals for the 2024 calendar year. The report submitted in May 2024 identified outcome data for the 2023 calendar year in the previous colleges. The report was submitted using data from the College of Education.</p> <p>Lori Kimble met with all administrative assistants in CEHNS each semester.</p> <p>All members of CEHNS are participating, but the following faculty are serving as Steering Committee Members. CEHNS has the most faculty participation of all colleges on the steering committees.</p> <ul style="list-style-type: none"> •Standard I- Rebekah Taylor •Standard II – Eric Moore •Standard III – Ben Norris and Jill Buterbaugh. •Standard IV – Kara Platt •Standard V – Janet Mattern •Standard VI – Karen Keller •Standard VII – James Saku <p>The Fall Retreat was held on 8/24/23 in EHSC 208. Beyond information, the college members received a presentation on Navigate. The members also focused on the Mission and Vision of the new college.</p> <p>The Spring Retreat was not held.</p> | |
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How was this plan and results conveyed to your Division/Department?:

The College of Education and Health & Natural Sciences faculty and staff worked together to establish the Mission, Vision, and Values during August College Retreat and Chair's Retreat. The CEHNS Chairs Council determined the goals aligned to the University's strategic plan. They also discussed the action items and how each item could be assessed for effectiveness. The faculty and staff across the college then provided input during their department strategic plan process, which served to guide the work of CEHNS throughout the year. At the end of the academic year at the May's Chairs Council, the results were discussed with the Chairs Council and

information on the impact of the results led to ideas for the upcoming year's strategic plan. In August, the strategic plan draft was share at the College Retreat with all faculty and staff for input in the new academic year, and the cycle will begin again.

Evidence, artifacts, and or back up documentation:

Chemistry and Physics

Departmental Annual Report-Outcomes for 2023-2024

Specify your Division/Department Goals Priorities.:

1. Increase Enrollment and Retention (Aligns with CEHNS Strategic Plan Goals 1, 2, 3 and 4 and University Strategic Plan Goals 1).
2. Improve Departmental Staffing and Support (Aligns with CEHNS Strategic Plan Goal 1 and 4 and University Strategic Plan Goal 1 and 2).
3. Develop a Plan for Sustainable Management of Equipment (Aligns with CEHNS Strategic Plan Goals 1 and University Strategic Plan Goals 1).
4. Develop Curriculum (Aligns with CEHNS Strategic Plan Goals 1 and 4 and University Strategic Plan Goals 1).
5. Enhance the Undergraduate Learning Experience (Aligns with CEHNS Strategic Plan Goals 1, 2, 3 and 4 and University Strategic Plan Goals 1).

Start: 07/01/2023

Providing Department: Chemistry and Physics

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

1A. Implement Departmental Recruitment Plan

Continue to implement departmental recruitment plan by engaging with at least 1 local high school chemistry and physics class.

1B. Continue to Develop Videos for Prospective Chemistry and Physics Students

Develop videos or short clips highlighting the department for prospective students.

1C. Implement Departmental Orientation Program

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

1D. Evaluate Chemistry and Physics Major Retention

Develop a system to track and evaluate retention within the department.

1E. Update Department Website

Modify the Department website to reflect the college realignment and the new formation of the Chemistry & Physics Department

2A. Review the roles of the Chemistry lab manager and the Physics lab manager

Determine the best ways that each lab manager can continue to provide support to the department and in their respective disciplines.

2B. Review the student worker position for the Chemistry and Physics Programs

Determine the best utilization of our student workers within the department to support labs, courses, tutoring, etc.

2C. Stabilize the Administrative Assistant Position for the Department

Continue to establish and define the role of the administrative assistant for the department since the realignment of the colleges and our newly formed department.

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

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

3B. Review and organize Physics equipment to enhance lab functionality and complete an updated inventory

Establish a complete inventory of physics equipment and materials in lab spaces and storage areas. Determine a plan to organize physics equipment and materials to best utilize the available space.

4A. Department Curriculum Review

For the Chemistry program: Review how last year's approved curriculum changes are being implemented and suggest modifications if needed.

For the Physics program: Start a full curriculum review and propose modifications where needed through governance.

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

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

4C. Conduct a budget analysis of all lab courses

Utilize the budget analysis of all lab courses to propose a modification to future lab fees.

5A. Explore opportunities to create collaborative projects, activities, and/or student organizations between the fields of chemistry and physics

Initiate discussions regarding ways to involve both chemistry and physics components to student/faculty projects, activities, and/or student organizations within the department.

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.

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. Continue to Develop Videos for Prospective Chemistry and Physics Students

Has a video for prospective chemistry and physics students been created?

1C. Implement Departmental Orientation Program

Has an orientation program been implemented for the department?

1D. Evaluate Chemistry and Physics Major Retention

Has the data to track and assess retention in our majors been analyzed?

1E. Update Department Website

Has the department website been updated with necessary changes to reflect the merger of the Chemistry and Physics programs into a single new department?

2A. Review the roles of the Chemistry lab manager and the Physics lab manager

Have the roles of both programs lab manager been reviewed?

2B. Review the student worker position for the Chemistry and Physics Programs

Have the roles of both programs student workers been reviewed?

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 Chemistry Instrumentation

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

3B. Review and organize Physics equipment to enhance lab functionality and complete an updated inventory

Has a review been conducted of physics equipment? Has the equipment been inventoried and organized in a more functional way?

4A. Department Curriculum Review

For the Chemistry program: Has a review been conducted on how last years modifications impacted the program and students?

For the Physics program: Has a full curriculum review of the physics program been initiated?

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

Has an alternative option to CHEM 103 been explored?

4C. Conduct a budget analysis of all lab courses

Has a budget analysis of all lab expenses been conducted and related to student enrollment in each course?

5A. Explore opportunities to create collaborative projects, activities, and/or student organizations between the fields of chemistry and physics

Have discussions been initiated to find ways to collaborate between programs? Have projects, activities, student organizations been initiated that promotes collaboration?

5B. Implement Pharmacy School Articulation Agreement

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

What were the results?:

ACTION PRIORITY OUTCOMES

2023/2024 Academic Year

Department of Chemistry & Physics

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 and physics class.

Outcome of 1A: The department continues to work on recruiting and retaining chemistry and physics majors. The department was able to host local high school students for three separate days of chemistry and physics on campus in January 2024. The event was very well received by approximately 275 high school students as well as the 4 total faculty members present from the schools. Four schools were hosted (Allegheny, Fort Hill, Mountain Ridge High Schools, and the Career Center). During the event, the high school students were introduced to Chemistry and Physics faculty, staff, and current FSU students. Each day was packed with four hands on activities lead by either Chemistry or Physics faculty that included an investigative acid and base chemistry lab, the creation of their own hand lotion and science behind it, organic synthesis of smelly esters, along with an exploration of physics 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 three-day event.

Members of the department participated in a higher education day, where invited high school juniors and seniors were invited to explore FSU and the various departments. Faculty members shared experiences and opportunities that our department has to offer for prospective students.

Faculty members of the department were also able to participate in over ten different "open house" events organized by the FSU admissions office throughout the year. Efforts to reach out to admitted students interested in either Chemistry or Physics major. Letters and emails were crafted and sent out to all 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 or physics was their intended major showed an increase for 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: Continue to Develop Videos for Prospective Chemistry and Physics Students

Develop videos or short clips highlighting the department for prospective students.

Outcome of 1B: A video clip of a current chemistry major at the time was created to discuss various components of our department and the student experience. This video was utilized initially as way to engage with current students, faculty, staff, and alumni of the University and our program to provide financial support to our foundation fund to help supplement the cost of a Nuclear Magnetic Resonance instrument. This video will also be shared with prospective students for recruitment. In addition to this video, other small video clips were created and shared on our social media to highlight various aspects of the department to prospective students.

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1C: Implement Departmental Orientation Program

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

Outcome of 1C: The department once again continued our welcome event during mid fall for all majors and minors. Faculty, current students, and new majors/minors attended the event well. Physics students and faculty/staff also attended the event as a part of our newly formed department. It was a great evening for collaboration. The department updated our CANVAS course for majors and minors to include all chemistry and physics majors/minors. This course has been a fantastic way to share events relevant to the field of Chemistry and Physics with our students. As part of the department curriculum committee, a new introductory seminar course was created and was implemented for the first time in the Fall 2023 semester. This course introduced the new chemistry/physics majors to the field of chemistry/physics, to faculty and staff, to current students, and to the curriculum within the department. The seminar course was 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/physics research. The departmental student lounge area continues to be a great addition for our students. It has served our students well in the department to meet with other students/faculty/staff and is helping to create a sense of community between members of the department.

Strategic Goal 1: Increasing Enrollment and Retention

Action Priority 1D: Evaluate Chemistry and Physics 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 and physics majors as well as minors was 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 1: Increasing Enrollment and Retention

Action Priority 1E: Update Department Website

Modify the Department website to reflect the college realignment and the new formation of the Chemistry & Physics Department

Outcome of 1E: The department website has been updated and modified to include the changes that took place during the college realignment. Both chemistry and physics information, requirements, news/events, and faculty/staff are all included. The department will continue to provide updates to the website as additional changes become necessary.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priority 2A: Review the roles of the Chemistry lab manager and the Physics lab manager.

Determine the best ways that each lab manager can continue to provide support to the department and in their respective disciplines.

Outcome of 2A: The role of the chemistry lab manager was reviewed and the duties and responsibilities within the department remained consistent with the previous year.

The role of the physics lab manager during this past year was continually reviewed since the realignment of the colleges took place. Unfortunately, the role of the physics lab manager was not able to be fully established during this past year with all of the changes with the realignment of the colleges. The lab manager position was shared across both the physics program and the engineering program which are now two different departments in two different colleges. There were many challenges that came up between the two departments that resulted in modifications to how the role was being shared between the separate programs.

In the middle of the year the lab manager retired, and no new replacement was hired. During this time faculty members along with the current chemistry lab manager and administrative assistant took on additional responsibilities to maintain functional physics labs and their spaces. This additional effort was necessary and

worked as a temporary solution, but it is important to note that this was not sustainable for all involved. Currently additional options are being explored to redefine the role of a lab manager for the physics program. The department will continue to review this role and work to establish a more sustainable option.

Strategic Goal 2: Improve Departmental Staffing and Support

Action Priority 2B: Review the student worker position for the Chemistry and Physics Programs

Determine the best utilization of our student workers within the department to support labs, courses, tutoring, etc.

Outcome of 2B: The department reviewed the student worker positions for both Chemistry and Physics programs. The role of the student worker was defined for each role (lab assistant, tutoring, and grading). The lab managers for each program collaborated with faculty members in both respective programs to determine the role for each student employee. Each lab manager determined the optimal work schedule for all student workers to meet the needs of the department.

Strategic Goal 2: Improve Departmental Staffing and Support

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

Continue to establish and define the role of the administrative assistant for the department since the realignment of the colleges and our newly formed department.

Outcome of 2C: The department continued to work with the administrative assistant to better define the position within the department. The administrative position is shared equally between the Chemistry & Physics Department and the Engineering Department. The new office space created within our department is fully functional. The split schedule between the departments initially created some issues and concerns for both departments but has improved as all department members get used to the split schedule. In an ideal environment our administrative position would not be split/shared with the Engineering department. The role/position will continually be evaluated each year to determine if the administrative assistant role should be modified.

Strategic Goal 3: Sustainable Management of Equipment

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

Continue working on the 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 chemistry lab manager along with faculty members have created logbooks for each instrument in the department and have begun using them regularly. A repair/maintenance cycle is continuing to be developed for each instrument as well. We worked with the FSU foundation office to determine funding options for new instrumentation or repairs that are needed. In collaboration with the foundation office, we created a video using a current student to help advertise the need for funding to purchase larger instrumentation. This video was shared during the FSU giving day in the spring. In addition, an ARC grant proposal was submitted for purchasing a Nuclear Magnetic Resonance instrument for the department. A small grant proposal through the Pittsburgh Analytical Spectroscopy Society was submitted and we received \$5000 to repair several of our UV-Vis spectrophotometers. The department plans to continue to explore additional opportunities to aid in funding instrument purchases and repairs.

Strategic Goal 3: Sustainable Management of Equipment

Action Priority 3B: Review and organize Physics equipment to enhance lab functionality and complete an updated inventory.

Establish a complete inventory of physics equipment and materials in lab spaces and storage areas. Determine a plan to organize physics equipment and materials to best utilize the available space.

Outcome of 3B: The student workers for Physics have been working on reorganizing and cleaning out labs and storage space to enhance the functionality of the physics labs. An inventory list has been initiated and continues to be added to as time allows. The department will continue to organize and inventory lab spaces and the stockroom for physics.

Strategic Goal 4: Curriculum Development

Action Priority 4A: Department Curriculum Review

For the Chemistry program: Review how last year's approved curriculum changes are being implemented and suggest modifications if needed.

For the Physics program: Start a full curriculum review and propose modifications where needed through governance.

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 programs. Regular meetings were held both formally and informally as needed during the year.

For the chemistry program new changes were implemented in the fall 2023 semester. The CHEM 191 (introductory seminar). This course was designed to engage our majors as early as possible to aid in retention by developing a sense of community early on. Students enrolled in the course get to meet the faculty and staff of the department along with more senior level students in the major. The course continues to be reviewed to better meet the needs of students. The department plans to review this course moving forward to determine the benefits and possible areas of enhancement in the future. A possible collaboration between both chemistry and physics majors is being considered. Our CHEM 305 (Research Methods) was modified from 3 credits to 1 credit with a corequisite of 2 credits of CHEM 493 (Chemical Research). These modifications took affect in the spring 2024 semester. Initial assessment of this change appears to be accomplishing our initial goal of enhancing the overall experience for the actual research project for the student. Assessment scores in some areas showed improvement, likely the result of having more time to work on the project and with the faculty mentor.

For the physics program, in addition to regular meetings with the whole department curriculum committee the physics faculty members and chair met several times to start the physics curriculum review. As part of the discussion the physics program curriculum is looking to find ways to improve efficiency while at the same time enhancing the student opportunities for growth within the major and in collaboration with other fields of study. Work is continuing with the physics curriculum review and initial changes/modifications are anticipated to be submitted through governance during the next academic year.

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: Conduct a budget analysis of all lab courses.

Utilize the budget analysis of all lab courses to propose a modification to future lab fees.

Outcome of 4C: The department tracked all purchases that were made throughout the year and categorized each separate purchase for a particular course in chemistry. The data collected is currently being analyzed to link to enrollment for approximate cost per student in an individual course as well as across all of our chemistry courses. A similar approach and analysis will be initiated for physics/physical science courses for this upcoming year. This approach will continue each year to monitor changes in costs and modify lab fees if necessary.

Strategic Goal 5: Enhance the Undergraduate Learning Experience

Action Priority 5A: Explore opportunities to create collaborative projects, activities, and/or student organizations between the fields of chemistry and physics.

Initiate discussions regarding ways to involve both chemistry and physics components to student/faculty projects, activities, and/or student organizations within the department.

Outcome of 5A: The department continues to look for ways to find areas of collaboration between both chemistry and physics programs. During the fall semester our welcome picnic/event was held where all chemistry and physics majors and minors were invited to attend. This was a great opportunity for students and faculty to interact across both disciplines. In the winter session nearly 300 high school students were on campus across three days to experience both chemistry and physics activities. Faculty and students from both disciplines were involved in the planning and implementation of the event for the high school students. This was a very successful event resulting in further collaboration between not only the faculty members between the two programs here at FSU, but also the high school teachers in both disciplines at the county schools.

During the spring semester both chemistry and physics students presented in our CHEM 492 (capstone) course. The presentations were well attended by faculty, staff, and students in both disciplines. These presentations also helped create additional conversations on ways to collaborate between the two disciplines. At the end of the semester students in the CHEM 305 (Research Methods) course presented posted to faculty members within the department. Both chemistry and physics students presented their work.

The last major event of the semester was our coating ceremony. Chemistry and Physics graduates along with faculty and staff members were in attendance. This was a great event to recognize all of our students for their many accomplishments and share this with their family and friends.

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 two students are currently enrolled in the program.

In addition to the UMES pharmacy program, the department has now established an additional agreement with another pharmacy school. We have established a new articulation agreement with the West Virginia University School of Pharmacy. This agreement allows a student to complete 3 years at FSU and then 4 years at WVUSoP. Once the first year of pharmacy school has been completed the student enrolled has a transcript sent back to FSU and they will earn their Bachelor's degree. This program saves the students a year overall for the BS/PharmD process. The department currently has one student enrolled in the program with several other students considering it.

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 2024-2025 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 2023 and 2024 Academic Year.docx](#)

Educational Professions / Educator Preparation Provider

Department of Educational Professions Annual Report

Specify your Division/Department Goals Priorities.:

Goal 1. Provide students with opportunities to demonstrate knowledge and skills and model dispositions essential to success in educational settings. (Aligns to CEHNS Goal 1).

Goal 2. 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. (Aligns to CEHNS Goal 2).

Goal 3. Develop partnerships with the local community and regional educational systems that we serve. (Aligns to CEHNS Goal 3).

Goal 4. Recruit and retain diverse and high-quality students and faculty. (Aligns to CEHNS Goal 4).

Goal 5. Analyze, reflect on and improve programs in the department, as they relate to the college and university. (CEHNS Goal 5).

Start: 07/01/2023

Providing Department: Educational Professions / Educator Preparation Provider

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

Goal 1 Action Priorities:

1a. Use of common assessments to evaluate candidate's knowledge, skills, and dispositions across all programs for the calendar year.

1b. Utilization of the EPP assessment system for accreditation to analyze student data for continuous improvement.

1c. Full implementation of edTPA with national scoring for all Initial Certification programs.

1d. Incorporate opportunities – embedded in content - to prepare students in PRAXIS for all Initial Certification programs.

1e. Incorporate experiential opportunities—e.g., practicums and field experiences to develop and practice application of skills in field settings.

1f. Ensure alignment of learning outcomes with appropriate standards and key assessments.

Goal 2 Action Priorities:

2a. Encourage and promote faculty participation in department, college, and university professional development opportunities, including online professional development activities.

2b. Support the Department Advising Center for collaborative work with University Admissions Office for the re-structuring of the transfer advising system.

Goal 3 Action Priorities:

3a. Support students' community outreach and collaboration through partnership activities with communities and school districts.

3b. Provide opportunities to address local and state needs for teacher preparation, including opportunities for virtual and diverse learning experiences.

Goal 4 Action Priorities:

4a Support college and university recruitment activities.

4b. Conduct position searches for faculty using appropriate timelines and interview practices to ensure a broad and diverse pool of applicants.

4c. Review programs for enrollment and community needs (local and state) for future decision-making.

4d. Graduate Program coordinators follow up on prospective student inquiries from Graduate Services.

4e. Strengthen connections with community colleges.

Goal 5 Action Priorities:

5a. Involve stakeholders in decision-making at the program level, through advisory councils at both the initial certification and advanced program levels

5b. Continued review and revisions to department and program policies and procedures

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

Goal 1 Metrics:

1a. Collect program and EPP level data including edTPA, using standard language and approved rubrics

1b. 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.

1c. Collect evidence of participation of all stakeholders in assessment system to analyze and support EdTPA scores– instructors, supervisors, mentors – and conclusions in data analysis meetings, through meeting notes and data analysis summaries.

1d. Ensure continued support to faculty with the necessary resources for incorporation and implementation of PRAXIS preparation across relevant courses

1e. Collect Internship Performance Ratings and Practicum Evaluations which are co-constructed and co-evaluated with our school partners.

1f. Implement common “Template” in course syllabi as a common tool to ensure alignment across programs among learning outcomes, standards, and Key Assessments.

Goal 2 Metrics:

2a. 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.

2b. Create draft of a survey for assessing student perceptions of advising needs. Document Collect and analyze survey data of student perceptions of advising needs.

Document faculty participation in faculty advisor trainings.

Promote faculty information and training on current university developments for updated advising models and technological software systems (e.g., University’s dual Advising Model, EAB Navigate, etc.)

Goal 3 Metrics:

3a. 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 such as participation in MA grant activities, USMH/Wolfsville HUB and PALS grant-funded projects, etc.

3b. Collect data on collaborative data analysis with regional partners (e.g., M.Ed. and PDS advisory minutes).

Goal 4 Metrics:

4a. Number of contacts with diverse student candidates through faculty participation in recruitment events and activities.

Data from department-level recruitment events for potential Educational Professions candidates.

Number of partnerships with K-12 in Baltimore for recruitment of diverse students.

4b. Job Postings with evidence of following university policies and procedures for all searches and hires.

4c. Utilize data from MSDE Program reviews.

4d. Spreadsheet data from Graduate Services on inquiry by M.Ed. or Ed.D. concentration.

Number of connections with leadership in K-12 schools to partner with them for the advertisements of programs

4e. Number of articulation agreements with both school systems in the area and Community Colleges to recruit for both undergraduate and graduate programs.

Goal 5 Metrics:

5a. Evidence of data and analysis summaries to stakeholder groups.

5b. Evidence in meeting minutes of following the established departmental approval process for revisions to program and department requirements, policies, and procedures.

What were the results?:

Goal 1:

1a. As part of the Department of Educational Professions Quality Assurance systems for assessment, the department maintains a data room to collect data utilizing EPP created rubrics and external measures (EdTPA and Praxis) at the Initial Certification level and the Advanced Programs level. Screenshots of this data room are provided in the attached pdf labeled 1a. The Initial Certification programs collect the following common assessment data (Exit Interview, Field Lesson Plan, Internship Performance Rating, Instructional Unit, Assistive Technology, Adapted Lesson Plan, and Dispositions aligned to InTASC standards and Undergraduate Institutional Learning Goals) using EPP created rubrics for fall 2023 and spring 2024 that span across all initial certification programs. The Advanced Programs collect the following common assessments with rubrics aligned to CAEP Advanced Proficiencies and Graduate Institutional Learning Goals, EDUC 603 (Principles and Practices of Research), EDUC 606 (Developmental Theories and Experiential Growth), CUIN 654 (Cultural and Technological Awareness in the Context of Global Education), Capstone Research, and Practicum Assessments.

1b. Meetings which included faculty and advisory council members were conducted in the fall 2023 semester (9 of 9 Program Coordinators completed meetings and uploaded analysis reports into the data room including EdTPA and Tech), and spring 2024 semester (7 of 9 Program Coordinators completed meetings and uploaded analysis reports into the data room including EdTPA and Tech). Documentation and results are provided in the attached pdf 1b.

1c. In Fall 2023 and Spring 2024 100% of eligible candidates completed EdTPA. 80% of these candidates scored 37 or above (Maryland has not yet set a passing score). Continued Areas for attention – Task 3: Assessment, differentiated instruction, academic language, feedback. Evidence and action plans are found in attached pdf 1c.

1d. The Department continues to purchase Practice Praxis exam codes for faculty to use in their courses for the following Praxis exams required for certification in the state of Maryland: Praxis CKT which include Elementary Education: Mathematics—CKT (7813), Elementary Education: Reading and Language Arts—CKT (7812), Elementary Education: Science—CKT (7814), Elementary Education: Social Studies—CKT (7815), Teaching Reading: Elementary Education (5205). Resources were also identified and provided to teacher candidates including study sessions provided by the Maryland State Department of Education and the Maryland State Education Association.

1e. Data from fall 2023 (N=27) and Spring 2024 (N=65) reveal that all candidates met expectations with 80% or more scoring Effective or Highly Effective in all elements of their final internship placement in Early Childhood (main and USMH campus), Elementary, MAT Elementary, MAT Secondary, Middle School, and Secondary. Elements which were unable to be scored included ISTE Technology leadership categories which were not available in the school setting. Data is attached in 1e. pdf.

1f. Syllabi for fall 2023 and spring 2024 were collected in the Department of Educational Professions Teams site. All syllabi (19 of 19 faculty members) included the table which provides alignment to learning outcomes, assessments, professional standards, CAEP standards, and Undergraduate or Graduate Institutional Learning goals.

2a. All faculty engaged in multiple opportunities for professional development including book studies, conferences, publications, and presentations. 2a.pdf Department of Educational Professions Professional Development is attached as a file.

2b. The Department did not create a survey to assess student satisfaction with advising. The CAAR Office has developed a survey which will be conducted in 2024. Navigate training along with resources for advising (courses which were only offered specific semesters, lists of new advisees from CAAR) were provided at the October 2023 faculty meeting and the March 8, 2024 faculty meeting for all faculty. Following these meetings, individual meetings were scheduled for faculty to learn how to use the Advising Campaigns found in Navigate.

3a. The outreach through the University PALS (Promoting Awareness of Literacy Skills) Summer program included 75 children from the Hagerstown area. The outreach to the local community through the Children's Literature Centre included 32 events to the local community and schools. This outreach included opportunities to engage with 3, 688 children during the Fall 2023/Spring 2024 reporting year (spreadsheet attached).

3b. The Department of Educational professions has developed strong partnerships with our alumni, public schools, and community colleges. This is evident in the Professional Development school meetings held with Allegany and Garrett County, and Washington and Frederick County each semester. At the graduate level, an M.Ed. Advisory meeting is held each semester. The Ed.D. program holds an Ed.D. Advisory Council meeting each semester. The P-20 Council meets quarterly. This meeting includes Superintendents of our partner schools, community college presidents, central office staff, and faculty and staff from FSU. These meetings are crucial to review data, inform continuous improvement, and identify regional workforce needs. The meeting minutes can be found on the department website at the [Advisory Councils](#) webpage.

4a. Twelve faculty members supported 4 separate recruitment events during this time period. The Majors Fair F'23 included 16 attendees, Bobcat Bound 4/24 included 3 attendees, Campus Visit Day 4/24 included 5 attendees, and Educators Rising 6/24 included 35 attendees.

4b. The Department conducted a Special Education PIN search. The posted job description found in Frostburg's People Admin system followed all university policies and procedures.

4c. The Department of Educational Professions received feedback from the Maryland State Department of Education on the submission of the Elementary/ Special Education dual major submitted for program approval. The Department responded to all requests for additional information. The Elementary/Special Education dual major was approved by MSDE on September 15, 2023. Candidates were enrolled in the program in the fall 2024 semester.

4e. The Department of Educational Professions created articulation agreements with the following school systems: Frederick County Public Schools, Washington County Public Schools, Garrett County Public Schools for implementation of the Maryland Accelerates Teacher Quality Performance Grant, Allegany County Public Schools for the implementation of the U.S. Department of Education REACH Grant, Allegany College of Maryland for the development of the Elementary/Special Education major.

5a. Evidence of summaries to stakeholder groups include reports to Professional Development School Councils in November 2023 and March 2024 (meeting with Frederick County Public Schools/Washington County Public Schools and Garrett County Public Schools/Allegany/County Public Schools), M.Ed. Advisory Council Meetings in October 2023 and March 2024, and P-20 Advisory Council Meetings in November 2023 and May 2024. Minutes attached below as evidence.

5b. Meeting minutes attached below from fall 2023 and spring 2024 document the approval process for revisions to program and department requirements, policies, and procedures. These minutes include approval for the deletion of EDUC 665 and PHEC 604 in the Master of Teaching Elementary degree certification program, the suspension of the Secondary Undergraduate in Art, English, Math, Music, Social Sciences, and World Language, the deletion of courses in the Master of Arts Secondary teacher certification program, and the deletion of MUSC 350 from program requirements since the course is no longer offered by the Music Department, and a course proposal for IDIS 150.

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

Goal 1 (Action Priorities 1a-1f) are part of our quality assurance system for assessment. They drive our continuous improvement which included action plans to improve faculty and candidate knowledge in supporting Gifted and Multilingual learners along with completing inter-rater reliability exercises for our EPP created assessments with our school partners at the Initial Certification level. Action Plans for the Advanced Programs include updating concentration handbooks, reviewing pilot data from the professional dispositions pilot, and providing additional resources to improve writing utilizing APA 7 expectations along with an increased focus on M.Ed. Action Research and the growth of the Ed.D. Practicum Consultancy program.

Goal 2 The creation of a survey to analyze student perceptions of advising remains an action priority for the 2024-2025 strategic plan (2b).

Goal 3 Procurement of funding to increase outreach to our community, schools, and prospective students. The Recruitment and Retention Committee would like to improve outreach efforts to Teacher Academies of Maryland to pre-Covid levels. Advanced programs are also working on creating additional webinars for recruitment. The Ed.D. program has invited prospective doctoral candidates to in-person collaborative writing events. These opportunities will continue to be developed.

Goal 4 The Department of Educational Professions continues to create new opportunities to grow the teacher pipeline (especially increasing the diversity of the teacher pipeline) through Earmark grants with Prince Georges County and Howard County.

Goal 5 The Department of Educational Professions continues to update the programs within the catalog to reflect the college realignment (Health and Wellness Education) and the updated COMAR 13.A.07.06 regulations for teacher preparation programs.

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

The Strategic Plan is developed and reported with faculty input. This starts at the September faculty meeting each year. The results of the previous year are shared and then utilized to inform the development of the new goals and action priorities for the upcoming year. The Strategic Plan is shared with the College of Education, Health, and Natural Sciences during the Chairs Council meeting in November including results from the previous year and areas of focus for the new calendar year. Results from the Action Priorities are communicated to our stakeholders at our Professional Development School Council meetings, our M.Ed. Advisory Council Meetings, our Ed.D. Advisory Council meeting, and our P-20 Advisory Council meeting each fall and spring. Continuous improvement is a collaborative process. These meetings provide opportunities to problem solve together with our stakeholders. The meetings also provide opportunities for the Department of Educational Professions to be informed about regional needs in the field of education.

Evidence, artifacts, and or back up documentation:

Attached Files

- [1a. Results Fall 2023 and Spring 2024 Data reported using rubrics.pdf](#)
- [1b. Results Fall 2023 and Spring 2024 with forms.pdf](#)
- [1c. EdTPA Fall 2023 and Spring 2024 Analysis and Action Plan.pdf](#)
- [1e. Fall 2023 and Spring 2024 Internship II Performance Data.pdf](#)
- [2a. Department of Educational Professions Professional Development 2023.pdf](#)
- [5a. 2023-fall-pds-council-notes-wcps-and-fcps-partners.pdf](#)
- [5a. Spring-2024-M.Ed-Advisory-Minutes.pdf](#)
- [5b. Department Meeting Minutes - April 12, 2024.docx](#)
- [5b. Ed Professions Faculty Meeting Minutes 10-13-2023.docx](#)
- [3a. Fall 2023-Spring 2024 Outreach.xlsx](#)

Nursing

New Departmental Annual Report Item 23-24

Specify your Division/Department Goals Priorities.:

| FSU Goal | CEHNS Goal | Nursing Goals |
|--|--|---|
| Goal 1-Focus Learning on both acquisition and application of knowledge | 1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research. | Goal 1: By the end of the academic year, ensure that the DoN maintains a culture of accreditation readiness, with a focus on changing regulations, essentials, and competencies. |
| | | Goal 2: By the end of the Fall semester, have fully functional simulation laboratory. |
| Goal 2- Provide engaging experiences that challenge our students to excel | 2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment. | Goal 3: By the end of the academic year, identify retention and remediation strategies. |
| | | Goal 4: By the end of the academic year, revise student facing content outside of the academic courses. |
| Goal 3- Expand regional outreach and engagement | 3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers. | Goal 5: By the end of the academic year, offer interprofessional collaboration events |
| | | Goal 6: By the end of the academic year, increase affiliation agreements, and outreach with local and regional organizations. |
| Goal 4- Align university resources- human, fiscal, and physical with strategic priorities. | 4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators. 5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments. | Goal 7: By the end of the academic year, complete a resource evaluation of all student and faculty resources. |
| | | Goal 8: By the end of the academic year, increase enrollment by 30% through the implementation of new academic programs. |
| | | Goal 9: By the end of the academic year, develop marketing plan and materials. |
| | | Goal 10: By the end of the academic year, review fiscal and human resources needed to support a growing department. |

Start: 07/01/2023

Providing Department: Nursing

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

| FSU Goal | CEHNS Goal | Nursing Goals | Action Items |
|----------|------------|---------------|--------------|
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| Goal 1-Focus Learning on both acquisition and application of knowledge | 1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research. | Goal 1: By the end of the academic year, ensure that the DoN maintains a culture of accreditation readiness, with a focus on changing regulations, essentials, and competencies. | 1a. Submit substantive change report to CCNE for implementation of BSN and LPN to BSN programs. 1b. Submit AACN Annual Report 1c. Complete MBON site visit. 1d. Complete annual assessment report and Systematic Evaluation Plan. 1e. Ensure all curriculum is mapped to the new AACN domains and NCLEX blueprint |
| | | Goal 2: By the end of the Fall semester, have fully functional simulation laboratory. | 2a. Purchase equipment and supplies 2b. Complete faculty and staff training on learning space technology and simulation strategies. 2c. Orient students to simulation lab. |
| Goal 2- Provide engaging experiences that challenge our students to excel | 2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment. | Goal 3: By the end of the academic year, identify retention and remediation strategies. | 3a. Develop undergraduate remediation policy. 3b. Complete midterm warnings to all students with advisor follow up. 3c. Continue to reach out to students on LOA |
| | | Goal 4: By the end of the academic year, revise student facing content outside of the academic courses. | 4a. Redesign student handbook. 4b. Redesign Student Resource Center 4c. Redesign DoN Student Orientation 4d. Revise preceptor manuals. |
| Goal 3- Expand regional outreach and engagement | 3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers. | Goal 5: By the end of the academic year, offer interprofessional collaboration events | 5a. Host Poverty Simulation 5b. Plan for implementation of undergraduate Grand Rounds series |
| | | Goal 6: By the end of the academic year, increase affiliation agreements, and outreach with local and regional organizations. | 6a. Complete UPMC affiliation agreement 6b. Complete Sterling Long Term Care affiliation agreement. 6c. Complete regional affiliation agreements as needed per student location |

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| <p>Goal 4- Align university resources- human, fiscal, and physical with strategic priorities.</p> | <p>4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators. 5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments.</p> | <p>Goal 7: By the end of the academic year, complete a resource evaluation of all student and faculty resources.</p> | <p>7a. Develop resource evaluation template. 7b. Complete redesign of the Student Resource Center 7c. Complete development of Faculty Resource Center</p> |
| | | <p>Goal 8: By the end of the academic year, increase enrollment by 30% through the implementation of new academic programs.</p> | <p>8a. Accept first cohort of BSN students to the Fall 23 semester. 8b. Accept the first and second cohorts of LPN to BSN students in the Fall and Spring semester. 8c. Identify highly enrolled pre-requisite courses to ensure student progression.</p> |
| | | <p>Goal 9: By the end of the academic year, develop marketing plan and materials.</p> | <p>9a. Redesign department website 9b. Attend local, regional, and tri-state marketing events 9c. Review all print materials and design as needed.</p> |
| | | <p>Goal 10: By the end of the academic year, review fiscal and human resources needed to support a growing department.</p> | <p>10a. Create DoN workload policy. 10b. Review budget model impact on the DoN. 10c. Acquire new adjunct faculty. 10d. Fill two vacant faculty positions. 10e. Seek out grant funding to support faculty development. 10f. Seek out grant funding to supplement fiscal support needed for program growth.</p> |

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

| FSU Goal | CEHNS Goal | Nursing Goals | Action Items | Metrics/Assessment |
|---|---|--|--|--|
| <p>Goal 1-Focus Learning on both acquisition and application of knowledge</p> | <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>Goal 1: By the end of the academic year, ensure that the DoN maintains a culture of accreditation readiness, with a focus on changing regulations, essentials, and competencies.</p> | <p>1a. Submit substantive change report to CCNE for implementation of BSN and LPN to BSN programs. 1b. Submit AACN Annual Report 1c. Complete MBON site visit. 1d. Complete annual assessment report and Systematic Evaluation Plan. 1e. Ensure all curriculum is mapped to the new AACN domains and NCLEX blueprint</p> | <p>1a-d. Reports submitted yes/no 1e. Discussions during Nursing curriculum committee with final approval vote on mapping document.</p> |
| | | <p>Goal 2: By the end of the Fall semester, have fully functional simulation laboratory.</p> | <p>2a. Purchase equipment and supplies 2b. Complete faculty and staff training on learning space technology and simulation strategies. 2c. Orient students to simulation lab.</p> | <p>2a. Equipment purchased with secured funding yes/no 2b. Training completed yes/no 2c. Students oriented during first week of class.</p> |

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| Goal 2- Provide engaging experiences that challenge our students to excel | 2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment. | Goal 3: By the end of the academic year, identify retention and remediation strategies. | 3a. Develop undergraduate remediation policy. 3b. Complete midterm warnings to all students with advisor follow up. 3c. Continue to reach out to students on LOA | 3a. Remediation plan created/approved by nursing curriculum committee 3b. Midterm warnings submitted to University Advisor for all course levels. Yes/no 3c. Department advisor bi-annual postcard mailed to students on LOA. |
| | | Goal 4: By the end of the academic year, revise student facing content outside of the academic courses. | 4a. Redesign student handbook. 4b. Redesign Student Resource Center 4c. Redesign DoN Student Orientation 4d. Revise preceptor manuals. | 4a. Student handbook redesigned and approved by curriculum committee. 4b-c. complete with students enrolled by Summer 2024 4d. Approval of preceptor manuals in Nursing curriculum committee |
| Goal 3- Expand regional outreach and engagement | 3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers. | Goal 5: By the end of the academic year, offer interprofessional collaboration events | 5a. Host Poverty Simulation 5b. Plan for implementation of undergraduate Grand Rounds series | 5a. Host simulation Fall 2023 5b. Discuss Grand Rounds during BSN workgroup planning each semester. |
| | | Goal 6: By the end of the academic year, increase affiliation agreements, and outreach with local and regional organizations. | 6a. Complete UPMC affiliation agreement 6b. Complete Sterling Long Term Care affiliation agreement. 6c. Complete regional affiliation agreements as needed per student location | 6a-c Obtain final signatures for all affiliation agreements and log in e-value |

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| <p>Goal 4- Align university resources- human, fiscal, and physical with strategic priorities.</p> | <p>4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators. 5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments.</p> | <p>Goal 7: By the end of the academic year, complete a resource evaluation of all student and faculty resources.</p> | <p>7a. Develop resource evaluation template. 7b. Complete redesign of the Student Resource Center 7c. Complete development of Faculty Resource Center</p> | <p>7a. Vote on resource evaluation during nursing assessment committee 7b-c enroll faculty and students in redesigned resource centers.</p> |
| | | <p>Goal 8: By the end of the academic year, increase enrollment by 30% through the implementation of new academic programs.</p> | <p>8a. Accept first cohort of BSN students to the Fall 23 semester. 8b. Accept the first and second cohorts of LPN to BSN students in the Fall and Spring semester. 8c. Identify highly enrolled pre-requisite courses to ensure student progression.</p> | <p>8a-b. enrollment trends 8c. meetings with high enrolled pre-nursing course department chairs</p> |
| | | <p>Goal 9: By the end of the academic year, develop marketing plan and materials.</p> | <p>9a. Redesign department website 9b. Attend local, regional, and tri-state marketing events 9c. Review all print materials and design as needed.</p> | <p>9a. new website live Spring 2024 9b. Participation in local events at least two per semester. 9c. Print new marketing materials</p> |
| | | <p>Goal 10: By the end of the academic year, review fiscal and human resources needed to support a growing department.</p> | <p>10a. Create DoN workload policy. 10b. Review budget model impact on the DoN. 10c. Acquire new adjunct faculty. 10d. Fill two vacant faculty positions. 10e. Seek out grant funding to support faculty development. 10f. Seek out grant funding to supplement fiscal support needed for program growth.</p> | <p>10a. Present workload policy at Nursing faculty and staff meeting. Fall 2023 10b. Monthly budget meetings with department admin and semester meetings with Dean office 10c-d. new faculty onboarded 10e-f two grants submitted</p> |

What were the results?:

| FSU Goal | CEHNS Goal | Nursing Goals | Nursing Action Priorities | Results |
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| <p>Goal 1-Focus Learning on both acquisition and application of knowledge</p> | <p>1. CEHNS programs provide students with the knowledge and skills that lead to professionalism, academic excellence, service, and research.</p> | <p>Goal 1: By the end of the academic year, ensure that the DoN maintains a culture of accreditation readiness, with a focus on changing regulations, essentials, and competencies.</p> | <p>1a. Submit substantive change report to CCNE for implementation of BSN and LPN to BSN programs</p> <p>1b. Submit AACN Annual Report</p> <p>1c. Complete MBON site visit.</p> <p>1d. Complete annual assessment report and Systematic Evaluation Plan.</p> <p>1e. Ensure all curriculum is mapped to the new AACN domains and NCLEX blueprint</p> | <p>1a. CCNE Sub Change- 11/30/23</p> <p>1b. AACN Survey 10/27</p> <p>1c. MBON 6/20/23</p> <p>1d. Assessment/SEP-12/1/2023</p> <p>1e. AACN Mapping-ongoing</p> |
| | | <p>Goal 2: By the end of the Fall semester, have fully functional simulation laboratory.</p> | <p>2a. Purchase equipment and supplies</p> <p>2b. Complete faculty and staff training on learning space technology and simulation strategies.</p> <p>2c. Orient students to simulation lab.</p> | <p>2a. Sim Lab equipment purchased</p> <p>2b. Faculty/Staff training 8/2023</p> <p>2c. Students oriented 8/30</p> |
| <p>Goal 2- Provide engaging experiences that challenge our students to excel</p> | <p>2. CEHNS supports students by providing holistic advising and engaging all students in experiences which promote their well-being and lifelong learning skills through an inclusive environment.</p> | <p>Goal 3: By the end of the academic year, identify retention and remediation strategies.</p> | <p>3a. Develop undergraduate remediation policy.</p> <p>3b. Complete midterm warnings to all students with advisor follow up.</p> <p>3c. Continue to reach out to students on LOA</p> | <p>3a. Completed</p> <p>3b. Completed</p> <p>3c. Completed</p> |
| | | <p>Goal 4: By the end of the academic year, revise student facing content outside of the academic courses.</p> | <p>4a. Redesign student handbook.</p> <p>4b. Redesign Student Resource Center</p> <p>4c. Redesign DoN Student Orientation</p> <p>4d. Revise preceptor manuals.</p> | <p>4a. Completed</p> <p>4b. completed</p> <p>4c. completed</p> <p>4d. completed</p> |

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| Goal 3- Expand regional outreach and engagement | 3. CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers. | Goal 5: By the end of the academic year, offer interprofessional collaboration events | 5a. Host Poverty Simulation 5b. Plan for implementation of undergraduate Grand Rounds series | 5a. Poverty Simulation hosted Dec. 23 5b. Undergraduate Grand Rounds hosted in the Spring semester. |
| | | Goal 6: By the end of the academic year, increase affiliation agreements, and outreach with local and regional organizations. | 6a. Complete UPMC affiliation agreement 6b. Complete Sterling Long Term Care affiliation agreement. 6c. Complete regional affiliation agreements as needed per student location | 6a. Complete ne affiliation and faculty onboarding with UPMC 6b. Positive experience at Sterling Long Term Care 6c. 60+ New Affiliation agreements completed |

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| Goal 4- Align university resources- human, fiscal, and physical with strategic priorities. | 4. CEHNS recruits and retains diverse and high-quality students, faculty, staff, and administrators. | Goal 7: By the end of the academic year, complete a resource evaluation of all student and faculty resources. | 7a. Develop resource evaluation template. | 7a. Completed 7b. Completed 7c. Completed |
| | 5. CEHNS supports efforts to continually reflect and improve on the operations of the college and departments. | | 7b. Complete redesign of the Student Resource Center | |
| | | | 7c. Complete development of Faculty Resource Center | |
| | | Goal 8: By the end of the academic year, increase enrollment by 30% through the implementation of new academic programs. | 8a. Accept first cohort of BSN students to the Fall 23 semester. | 8a. BSN- 22 students accepted 8b. LPN- Fall 23- 23 students accepted, Spring 24- 25 students accepted 8c. Met with faculty/chairs in Biology, Nutrition, Psychology to discuss plan for increased nursing student enrollment |
| | 8b. Accept the first and second cohorts of LPN to BSN students in the Fall and Spring semester. | | | |
| | 8c. Identify highly enrolled pre-requisite courses to ensure student progression. | | | |
| | | Goal 9: By the end of the academic year, develop marketing plan and materials. | | 9 a. Website-ongoing 9b. Community Events- 2 Parades- 2 Children Events- 5 Community College- 15 Hospitals- 6 10/30- UPMC Tour 11/2- Advisory Board 11/8-Leadership Allegany Leadership Rising – completed Feb/24 Allegany County Biomedical Society- completed March/24 9c. Print materials- on going |
| | 9a. Redesign department website | | | |
| | 9b. Attend local, regional, and tri-state marketing events | | | |
| | | | 9c. Review all print materials and design as needed. | |

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| | | <p>Goal 10: By the end of the academic year, review fiscal and human resources needed to support a growing department.</p> | <p>10a. Create DoN workload policy.</p> <p>10b. Review budget model impact on the DoN.</p> <p>10c. Acquire new adjunct faculty.</p> <p>10d. Fill two vacant faculty positions.</p> <p>10e. Seek out grant funding to support faculty development.</p> <p>10f. Seek out grant funding to supplement fiscal support needed for program growth.</p> | <p>10a. Completed discussed workload concerns for practicum courses requiring faculty on-site with Dean.</p> <p>10b. Completed budget adjusted</p> <p>10c. 10 new adjuncts acquired for Spring 24 and Fall 24 courses.</p> <p>10e. PD Grant money received \$44,000+</p> <p>10f. LPN Grant money received 1.5 million</p> |
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How have the results impacted operations (if at all) including 1) What is the focus for the upcoming year’s plan; and 2) Were resources allocated or redistributed based upon the results?:

The Department of Nursing was able to meet all goals set forth for the year. The upcoming year plan is similar to last year regarding ongoing implementation of new and old programs, safety and funding in the simulation lab, and enrollment growth.

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

The Department of Nursing holds a full day pre-semester Fall 2023 meeting each year. The strategic plan is discussed and faculty and staff input is requested. Throughout the academic year the Chair updates the results according to completed activities. The results of 23-24 strategic plan were discussed at the Nursing Annual Fall Pre-semester meeting in August, 2024.

Evidence, artifacts, and or back up documentation:

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](#)

Financial Aid

Fiscal Year 2024 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.

Start: 07/01/2023

Providing Department: Financial Aid

End: 06/30/2024

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.
- 2.1) Have a healthy campus presence as demonstrated by participation in bobcat bound, transfer days, campus visits, webinars, and welcome week events.

2.2

2.1

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

- 1.1) 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.
- 2.1) We attempted to track event attendants/participants to the best of our ability.

What were the results?:

- 1.1.a) Every calendar month of AY24 exceeded total awarded percentage and dollars awarded compared to AY22 and AY23.
- 1.1.b) Total dollars awarded for AY24 was higher than any previously recorded year total.
- 1.1.c) The percentage of total funds left over at the end of AY24 was the smallest since AY19.
- 1.1.d) For AY25 we were faced with the largest federal overhaul in decades. The FAFSA rollout was significantly delayed which resulted in the awarding cycle starting without many metrics and data elements. By focusing on non-FAFSA required awards first, we were able to exceed percentage awarded and total dollars in the month of March. The FAFSA delays and system updates slowed our progress for the final months of FY24, but we were able to close the gap to being only behind FY23-AY24-June by only about 13%. Even with these external setbacks we were still ahead of numerous previous years.
- 2.1.a) The Financial Aid Staff was part of 20 recorded events of diverse formats during FY24. We were able to confirm over 220 participants, but we weren't able to confirm turn-out for 10 events.

- (7/26/23 – “Adm/FA/Billing - Navigate Text Night”
- (11/4/23 - ~ 100 people “Campus Visit Day.” Presentation and table in Lane)
- (11/30/23 – 5 students “FSU Closer Look.” Visit the office in person)
- (12/07/23 – 6 attendants “FAFSA information session.” Online Presentation and Q&A)
- (12/19/23 - ~ 15 attendants “FAFSA information session.” Online Presentation and Q&A)
- (1/23/24 - ~ 15 attendants “ACPS FAFSA Event” w/ ACM Online Presentation and Q&A)
- (2/19/24 - ~ 35 attendants “Campus Visit Day.” Table (Sarah and Mariah)
- (2/20/24 - ~ 20 attendants “ORIE” w/Joshua Biship Presentation and Demos)
- (2/21/24 - ~ 10 students “Money Talk\$”) (3 HRs 11am-2pm)
- (2/21/24 - ~ 15 students “ORIE” w/Joshua Biship Presentation and Demos)
- (2/22/24 - ~ “Adm/FA Navigate Text Night” (Travis & Angie - 2 HRs 6-8pm)
- (4/2/24 – “Parents and the President” (Travis - TEAMS discussion w/Q&A)
- (4/13/24 – “Bobcat Bound” (Sarah & Mariah – Table and Pres. Q&A)
- (4/20/24 – “Campus Visit Day” (Angie & Terry – Presentation & Table)
- (4/27/24 – “Bobcat Bound” (Josh & Terry – Table & Pres. Q&A)
- (5/28/24 – “FA Text Night” (Travis – 5:45pm – 8:40pm)
- (6/1/24 – “Bobcat Bound (Sarah, Mariah, & Terry – Table)

(6/12/24 – “Virtual Bobcat Bound” Travis)

(6/17/24 – “Bobcat Bound” Sarah, Mariah, & Terry)

(6/25/24 – “Bobcat Bound” Sarah, Mariah, & Terry)

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) We were able to get off to a great awarding start by focusing on non-FAFSA required awards first. This tactic was terrifically successful and we will utilize it again in FY25(AY26) to navigate system update delays coming from continued FAFSA updates and testing. Our time resources will be allocated to those awards as such.

2.1) Our participation in so many events has further reinforced the importance of diverse event offerings. Some of our virtual and text participation events were the most successful due to their convenience. Collaboration with Admissions and Billing were also essential to attendance. We will continue to gauge which formats and times result in the best attendance and feedback.

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

This plan was presented and discussed at an FA staff meeting. Internally our team is constantly discussing and adjusting resources as needed.

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

[ScholAwarding Timeline FY'19-FY'25.xlsx](#)

Library

FY 2024 Lewis J. Ort Library Annual Report

Specify your Division/Department Goals Priorities.:

G. 1: Prepare for and implement Ex Libris Alma, the new integrated library system (ILS) which is expected to replace the current system, Ex Libris Aleph, in 2024.

G. 2: Create resources for introducing the campus community to Primo, including USM Hagerstown Center Library staff.

G. 3: Build on existing information literacy program to improve outcomes related to student success and assessment.

G. 4: Build on existing Research Services program to improve accessibility to research assistance for students.

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.

G. 6.: Cultivate the Library's physical and digital environments to facilitate a diverse, culturally responsive, and inclusive scholarship experience; improve equitable access to the Library's services, spaces, programs, collections, and resources; and support social justice work through enhanced professional development and intentional practice.

G. 7: Facilitate increased communication of Library goals, services, and resources, to the FSU faculty, staff, students, alumni, and local community.

G. 8: Participate in University initiatives that support institutional efficiencies and effectiveness, including sustainable assessment.

G. 9: Promote a commitment to the ongoing development and/or continuing education of all Library staff.

G. 10: Evaluate Library processes and workflows to facilitate better effectiveness in staffing, services, and building use.

Start: 07/01/2023

Providing Department: Library

End: 06/30/2024

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 cleanup project to revise or eliminate superholdings records attached to Aleph bibliographic records.

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: Work with IT to facilitate the incorporation of the integrated library system and e-resources authentication with the campus systems.

G. 1. AP. 6: Develop both intra- and inter-departmental workflows and documentation, which includes text, video, and other materials.

G. 1. AP. 7: 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.

G. 1. AP. 8: Develop & conduct staff training on ExLibris Alma for all functional areas.

G. 2. AP. 1: Implement customized discovery/public interface features and services.

G. 2. AP. 2: Develop LibGuides & video tutorials.

G. 2. AP. 3: Develop workshops for faculty & students.

G. 2. AP. 4: Update IL curricula and content.

G. 3. AP. 1: Design assessment activities that align with assessment rubric outcomes.

- G. 3. AP. 2:** Promote and market information literacy instruction across all curriculum areas.
- G. 3. AP. 3:** Create and update digital information literacy content so that instructors can incorporate in their courses.
- G. 4. AP. 1:** Define strategic reference collection plan, including review and deselection.
- G. 4. AP. 2:** Promote and market information research consultations across all curriculum areas.
- G. 4. AP. 3:** Convene a group of library employees to read and discuss academic journal articles related to research and reference services, in order to identify trends.
- G. 5. AP. 1:** Reconstitute the Library Spaces Committee and assign Tactic 1 for FY 2024 (Tactic 1 - Research and develop a plan to identify student recommendations for improving facilities and services and best methods to assess how students currently use the building.)
- G. 5. AP. 2:** Improve the quality of and access to the Library's collections (Tactics include: Complete Phase 9 of the deselection project that incorporates faculty and staff input; increase Ort Library's participation in the Federal Depository Library Program by investigating the feasibility of becoming a Preservation Steward for a selection of the FDLP's national collection; and continue making progress in the inventory of print and microfiche documents in the FDLP collection.)
- G. 5. AP. 3:** Develop a timetable for scheduling future deselection phases by identifying the various classifications to review.
- G. 5. AP. 4:** Seek opportunities to facilitate one-on-one, in-depth discussions with faculty to identify their research and curricular needs, such as scheduling meetings with individual academic departments.
- G. 5. AP. 5:** Assess technology status in the library to determine needs to support and reinforce student learning.
- G. 6. AP. 1:** Identify a core team of Library faculty and staff to evaluate and develop the Library's strategic mission, operations, and initiatives related to inclusion, diversity, accessibility, and social justice (IDEAS).
- G. 6. AP. 2:** Promote and prioritize professional development, learning opportunities, and university partnerships for Library faculty and staff that increase intercultural competencies, and create awareness and understanding of diversity and equity issues with the university landscape.
- G. 6. AP. 3:** Commit resources to the enhancement and expansion of collections, spaces, policies, and practices that seek to address systemic discrimination and oppression.
- G. 6. AP. 4:** Promote initiatives that make learning and research resources more accessible and affordable.
- G. 7. AP. 1:** Review and re-charge the Library Communications Committee, in order to develop a programmatic approach to outreach initiatives.
- G. 7. AP. 2:** Cultivate and sustain campus and community partnerships through programming and events.
- G. 7. AP. 3:** Review existing social media platforms and web presence in order to identify opportunities for increased engagement.
- G. 7. AP. 4:** Promote via social media and other means Library services, resources, and archival collections.
- G. 7. AP. 5:** 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. 7. AP. 6:** Work with Soutron to migrate existing online records and establish a Digital Asset Management System for the Library.
- G. 7. AP. 7:** Work on creating original metadata for photographic materials and highlighting collections for increase visibility and access.
- G. 8. AP. 1:** Convene the Library Assessment Advisory Group to continue to revise Library's statistical gathering methodology and to identify Key Performance Indicators.
- G. 9. AP. 1:** Seek opportunities and encourage all Library staff to participate in development activities.
- G. 10. AP. 1:** Address training needs for staff for increased knowledge in library operations and staff functions.
- G. 10. AP. 2:** Conduct an environmental scan and assessment of the library's current staff organizational and reporting structure.

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

G. 1. AP. 1-8. Metric: Successful implementation of the ILS.

G. 2. AP. 1-4. Metric: Evidence of completed LibGuides, video tutorials, workshop content, and updates to lesson plans.

G. 3. AP. 1. Metric: Evidence of newly created assessment activities.

G. 3. AP. 2. Metric: Evidence of engagement with faculty to promote IL instruction.

G. 3. AP. 3. Metric: Evidence of updated and/or new IL digital resources.

G. 4. AP. 1. Metric: Evidence of completed reference collection, review, shifts, and deselection.

G. 4. AP. 2. Metric: Evidence of engagement with students and faculty to promote research consultations.

G. 4. AP. 3. Metric: Evidence of group meetings and discussion.

G. 5. AP. 1. Metric: Delivery of activities and assessment research plan.

G. 5. AP. 2. Metric: Evidence of communication and research on the Preservation Steward program and evidence of progress made in the inventory of print and microfiche documents in the FDLP collection.

G. 5. AP. 3. Metric: The withdrawal of deselected items from phases 8 & 9, a timetable.

G. 5. AP. 4. Metric: Progress will be measures from the minutes taken during these discussions with the faculty.

G. 5. AP. 5. Metric: The metric will be the existence or non-existence of new technology.

G. 6. AP. 1. Metric: The metrics will be the formation of the core team and evidence of the team's work, including recommendations and reports.

G. 6. AP. 2. Metric: The metric will be evidence of the occurrence of professional development events focusing on IDEAS issues and documentation of staff attendance, engagement, and evaluation of those events.

G. 6. AP. 3. Metric: The metric will be evidence of funding allocations and acquisition of resources that support IDEAS issues following the development of criteria and recommendations for purchases. Also, the metric will be documentation of efforts by Library search committees to diversify candidate pools during Library searches (Tactic 3).

G. 6. AP. 4. Metric: Evidence of OER Canvas module and creation of content for workshop, and evidence of planning and communication related to textbook reserve collection.

G. 7. AP. 1. & 2. Metric: Evidence of events and programming executed in partnership with campus and community groups.

G. 7. AP. 3. Metric: Evidence of review of existing analytics and suggestions for increased engagement.

G. 7. AP. 4. Metric: Increased evidence of social media posts related to the Library on Facebook, Twitter, Instagram, etc.

G. 7. AP. 5. Metric: Documentation of collaboration such as, but not limited to, photographs, news articles, posters, grants, etc.

G. 7. AP. 7. Metric: Creation of Soutron FSU Portal, number of assets available in the system.

G. 8. AP. 1. Metric: The metric for this AP will be the reports and recommendation for Key Performance Indicators.

G. 9. AP. 1. Metric: The Library Director with assistance from Library staff will coordinate at least on virtual development program during FY 2024 for all staff (Tactic 1). Also, all library staff will be encouraged to attend at least on University, USMAI, or other organizations' development events as one of their three goals on their FY 2024 PMPs (Tactic 2).

G. 10. AP. 1. Metric: The metric will be the results of the survey indicating how many staff would like cross-training in other library operations and staff functions, as well as a list of those areas.

G. 10. AP. 2. Metric: The metric will be evidence of a plan, newly created or revised positions descriptions and completed position justification forms submitted to the Provost.

What were the results?:

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

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

Evidence, artifacts, and or back up documentation:

Region Math and Science Center

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](#)

Upward Bound

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Upward Bound

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:

Athletics

Annual Report 2024

Specify your Division/Department Goals Priorities.:

Goal: Continue to upgrade athletic facilities: (FSU Goal IV alignment)

- Cordts PE Center
- Academic Center
- Bobcat Arena
- Bobcat Stadium
- Bob Wells Field
- Team Locker Rooms
- Rugby Field

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

- Endowed Scholarship Growth & Naming Opportunities
- Grow Community Engagement Events

Start: 07/01/2023

Providing Department: Athletics

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

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: Roster Growth Metrics

Action Priority 3: Out of State & Regional Tuition Waivers - Year 6

- Measurement/Metric: Dollars allocated; Dollars used; Revenue generated.

Action Priority 4: Endowed Scholarship Growth & Naming Opportunities

- Measurement/Metric: Number of Scholarships created; Number of Naming Opportunities Full-filled; Gifts Raised

Action Priority 5: Grow Community Engagement Events

- Measurement/Metric: Number of Events; Participation Numbers

Action Priority 6: Continue to upgrade athletic facilities – Renovate Cordts 104 & 104-1 into a Dance Studio

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 7: Continue to upgrade athletic facilities – Academic Center

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field Press box.

- Measurement/Metric: Planning; Resources; Construction; Completion

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: Continue to grow rosters through effective recruiting strategies for Women's Rugby, Women's Wrestling, and Men's Wrestling.

- Measurement/Metric: Number of student-athletes on each roster.

Action Priority 3: Out of State & Regional Tuition Waivers - Year 4

- Measurement/Metric: Dollars allocated; Dollars used; Revenue generated.

Action Priority 4: Endowed Scholarship Growth & Naming Opportunities

- Measurement/Metric: Number of Scholarships created; Number of Naming Opportunities Full-filled; Gifts Raised

Action Priority 5: Grow Community Engagement Events

- Measurement/Metric: Number of Events; Participation Numbers

Action Priority 6: Continue to upgrade athletic facilities – Renovate Cordts 104 & 104-1 into a Dance Studio

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 7: Continue to upgrade athletic facilities – Academic Center

- Measurement/Metric: Planning; Resources; Construction; Completion

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field Press box.

- Measurement/Metric: Planning; Resources; Construction; Completion

What were the results?:

Action Priority 1: Continue to upgrade athletic facilities – Bob Wells Field Phased Renovations

- Result:

Action Priority 2: Continue to grow rosters through effective recruiting strategies for Women’s Rugby, Women’s Wrestling, and Men’s Wrestling.

- Result:

Action Priority 3: Out of State & Regional Tuition Waivers - Year 4

- Result:

Action Priority 4: Endowed Scholarship Growth & Naming Opportunities

- Result:

Action Priority 5: Grow Community Engagement Events

- Result:

Action Priority 6: Continue to upgrade athletic facilities – Renovate Cordts 104 & 104-1 into a Dance Studio

- Result:

Action Priority 7: Continue to upgrade athletic facilities – Academic Center

- Result:

Action Priority 8: Continue to upgrade athletic facilities – Renovate Rugby Field Press box.

- Result:

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?:

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:

Human Resources

New Departmental Annual Report Item

Specify your Division/Department Goals Priorities.:

Goal 1. Partnership and Collaboration. Links to FSU Strategic Goal #2, Promotion of a Campus Culture. The Office of Human Resources (OHR) in Administration & Finance Division will support initiatives to encourage a positive campus culture by promoting collaboration within the campus community, engaging our local community, and increasing awareness through HR Staff volunteerism, committees, negotiations, and organizational memberships that will benefit the university.

Goal 2. Professional Development and Customer Service for Faculty and Staff. Links to FSU Strategic Goal #2, Promotion of a Campus Culture. Professional development and a high level of customer service 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. Good customer service, includes but is not limited to, supporting, assisting, communicating, and responding positively and professionally to promote positive brand perception, positive experiences, and increased retention and student enrollment.

Start: 07/01/2023

Providing Department: Human Resources

End: 06/30/2024

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 2024 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 years of service and dedication to the University.

2.2 Professional Development and Customer Service

- FSU Professional Development Conference Committee: Provide training and development opportunities for faculty and staff to enhance their knowledge, skills and abilities and to impact their personal and professional growth.
 - FSU 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 Virtual Workshops and Trainings
- Employee and Development Leadership Series (EDLS) 9th cohort - sessions started September through April
 - Steering Committee meets monthly

OHR will offer tailored trainings to supervisors and employees based on the demands of the university, including but not limited to:

- Customer Service
- Benefits Administration
 - Benefit Fairs
 - FMLA
 - First Injury Reporting
 - MD State Retirement System
 - Wellness
 - Walk-in Hours
- Performance Management Process
- Position Descriptions (PIF)
- Corrective Action/Performance Improvement
- MOU

- New Hire Orientation
- Recruitment - Search and Selection
- Supervisor Training
- Supervisor Onboarding Training for New Hires

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; Ideally, 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
- 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 ___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 January 16, 2024 with 6 attendees. Resolved minor concerns immediately.
- OHR staff served/volunteered at: Commencement (Dec & May) - Graduation Ushers (Dec/May), Chair of Graduation Ushers (Dec/May), 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)

- USM 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 #9 included 10 members who started in the program, with representation from 6 divisions.
 - Kickoff meeting was held on off site at the Osborne Newman Center on September 6, 2023. Dr. Jeff McClellan kicked off the event and presented "An Introduction to Leadership and Positive Change".
 - Sessions held in-person FY24: 8
 - Graduation: May 7, 2024 with 8 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 was held on May 6th, 7th, and 9th for the campus community.
 - Several OHR staff donated monies to the Foundation account to fund the employee meals and events.
 - Door prizes from Cocoa Cola Company-sponsored donations.
 - Other events included Kona Ice and Antique Car Show (May 6), Campus Scavenger Hunt (May 7), and free luncheon at Chesapeake Dining Hall (May 9).
 - 207 employees attended the employee recognition luncheon - no cost to the employee
 - 197 employees served Kona Ice - no cost to the employee
- Employee of the Quarter: Averaged 4 nominations per quarter.
- Service Awards: Total of ____ employees identified for years of service. Q1- __; Q2- __; Q3 __; Q4- __. A total of ____ employees selected gifts - __ 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 successful - 8 cohort members. Graduation held in December 2023.

4.2. Professional Development for Faculty and Staff

- 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
- Health Benefits Fair - October 20, 2023
 - 100+ attendees (FSU & other state agencies)
 - Targeted Audience: All State employees
 - PAWS Pantry collection - 39.8 pounds of food collected
- 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 63 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. Partnership and Collaboration

- 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. Professional Development for Faculty and Staff

- Professional Development Conferences will continue to be scheduled in the spring and/or fall for the FSU campus community. OHR will continue to apply for any possible funding from Foundation grants as no university funding has been allocated for any professional development opportunities. Further discussion on hosting 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 are sent to attendees to evaluate 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.
- Supervisor Training program implemented in spring 2023 and will continue to provide opportunities 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 #9.
- 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.
- Plans to record and upload trainings 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. OHR staff have been engaged in the Workday Implementation Project and provided trainings to ensure that the campus community was informed of the software transition. Training promoted and provided by OHR staff to the campus community to increase awareness and comprehension of the new software.

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. Weekly meetings are held with OHR staff members on Monday mornings to provide an opportunity to share/communicate information, collaborate on projects, and provide feedback for any areas needing analysis, development, implementation, and/or evaluation. 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

[Employee Appreciation Attendance Numbers 2024.docx](#)

[Employee Appreciation Events Schedule RSVP Links.msg](#)

University Police

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](#)

Brady Health Center

Student Health Center Annual Report FY 2024

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: 07/01/2023

Providing Department: Brady Health Center

End: 06/30/2024

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 updated compliance module.
- 3.1 At least 6 FSU students will observe or do clinical rotation in Student 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 Student Health Center.
- 1.4: Utilization of a post-service student survey via Baseline email to students, using a likert scale assessment.
- 2.1: Required immunization records 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 2023: 16 international students and 0 visiting scholars.

Spring 2024: 11 international students and 0 visiting scholars. Met the six week goal for completing 100% health and immunization screening.

1.2: Fall 2023: 505 holds placed on student accounts compared to 378 holds placed in Fall 2022. Spring 2024: 9 holds placed on student accounts compared to 41 holds placed in Spring 2023. 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: 15% of 150 available influenza vaccine given on site at Student Health Center. Goal not met of depleting available supply of influenza vaccines, likely in part due to vaccine hesitancy after receiving COVID vaccines, vaccine fatigue, or use of health insurance for vaccine at other agencies. Per CDC, the national Flu vaccination coverage in adults 18 years and older is 47% for Flu season 2023-2024.

1.4: Post-service results indicate very good patient satisfaction data with 63% of students rating their "overall healthcare experience" as "Excellent" and 37% rating it as "Good" (see attached Student Satisfaction data).

2.1: During FY24, 1401 vaccine record uploads have been reviewed by health center staff. Goal has been successfully achieved with implementation of an upgrade in our Patient Portals ability to accept updated vaccine results.

3.1: Three (3) nursing students completed clinical observation time recorded in the health center. Zero athletic training students completed observation, during Fall 2023-Spring 2024. Goal of 6 students not met. This is most likely due to the transition into the new Student Health Center. Staff nurses unable to take on preceptor role while navigating new clinical 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?:

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 during intersession as well as ongoing communication is an integral part of completing this task.

1.2: Staff had an information table at Fall and Spring Bobcat Welcome sessions/Bobcat Bound Day 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/Bobcat Bound Days, 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 2023. 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. Will decrease number of Influenza vaccine ordered. Will host "Flu vaccine" clinics on campus and increase advertising.

1.4: Health Center staff will continue to evaluate student satisfaction data as a measurement of effectiveness and to gather additional information regarding service delivery. We would like increase the satisfaction percentages 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: Clinical staff and front 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. Transitioning to a new health center was an obstacle to host students during this FY.

2. Resource Allocation:

The Student 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/monthly staff meetings and as-needed basis meetings for communicating goals and receiving feedback; Teams group messaging and staff email updates as needed; and reported at Student 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 and Professional Development Center Annual Report FY2024

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: 07/01/2023

Providing Department: Career & Professional Development Center

End: 06/30/2024

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 10,388 employers on Handshake.

1.2 LBST 201 Career & Professional Development was listed as an elective course for the Fall 2023 and Spring 2024 semesters. 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 2023-24 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 Resident Assistants for training

Presented to every Bobcat Bound session as well as every Monday new student session and all Campus Visit Days

•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*

Held Strengths Training for FCI staff of 25 administrators

■*Provided 128 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 2023-2024 academic year, over 800 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).

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?:

Ninety-one (91) employers registered for the 2023 Fall Virtual Career & Internship Fair with 40 student participants and 38 1:1 sessions. Sixty-five (65) employers registered for the Fall 2023 In-Person Career & Internship with 324 student participants. Ninety (90) employers registered for the Spring 2024 Virtual Career & Internship Fair with 119 student participants and 102 one-on-one sessions. Sixty-two (62) employers registered for the Spring 2024 in-person (on campus) Career & Internship Fair with 220 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, 98% of students indicated that the Career Fair helped prepare them for their job search.

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 was 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

[annual report event images.docx](#)

[Course Syllabus LBST 201 Intro Spring 2024.docx](#)

[annual report surveys and images.docx](#)

Counseling and Psychological Services

Student Counseling Center Annual Report FY 2024

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: 07/01/2023

Providing Department: Counseling and Psychological Services

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

1.1: The Clinical Director of the Student Counseling Center ensures that each non-emergent student requesting services will receive an intake appointment within seven (7) business days of request during FY 2024.

2.1: The Clinical Director of the Student 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 2024.

3.1: The Clinical Director of the Student Counseling Center ensures service delivery of individual and group modalities as recommended through triage and treatment planning during FY 2024.

3.2: The Clinical Director of Student 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 2024.

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

1.1: Titanium (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: SCC had 554 intake appointments during FY 2024. The average wait time for an intake was 4.9 days (see Intake Wait Time 23-24 attachment). We reached our goal/priority of seven (7) days and will continue to monitor this for FY 2025. Indicated "wait time" may also be the result of a student's negotiated preference for a specific delayed appointment day or time.

2.1: SCC periodically reviews the accreditation standards according to IACS and indicates no reported breaches of confidentiality during FY 2024. SCC is subject to verifying compliance annually through submission of an annual report for IACS accreditation. 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 SCC has remained in compliance with this standard. During FY 2024, SCC maintained at least 5 full-time licensed clinicians with an average student population of 3,900 for FY 2024. Additionally, the Director provides clinical supervision to several Master's level student interns.

3.1 & 3.2: According to Titanium data, SCC staff administered 3,773 appointments to 456 clients, with 95% of the appointments being for individual modalities (see 2023-2024 year in review attachment). Additionally, 44% of students attended 1-5 appointments, with 66.4% attending 1-10 appointments. A total of 184 crisis intervention sessions were delivered, along with handling 17 crisis calls during non-business hours. Regarding treatment modality, 69.2% of appointments were in-person with the remaining 26% choosing the virtual tele-counseling modality. During FY 2024, SCC staff conducted 77 outreach events that connected 3,023 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 "SCC staff were friendly, courteous, and respectful during scheduling, check-in, and check-out process," 92% strongly agreed and 6% agreed. When asked, "I found value in the counseling/medication management services I received at this appointment," 73% strongly agreed and 19% agreed. Additionally, 74% of students strongly agreed and 20% agreed that "My needs were met during my interaction with SCC (see SCC Survey FY 2024 attachment). During FY 2024,

SCC collected quantity/frequency data on campus outreach to faculty, staff, and student constituents as a continued impact recommendation and SCC staff conducted 77 outreach events that connected 3,023 constituents with mental health information, tripling outreach numbers from the previous year.

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 continue our 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. Based on recommendations from state auditors, and consistent with State of Maryland purchasing regulations, FSU will post a Request for Proposals (RFP) for the Student Counseling Center for FY 2026.

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 2024 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 upon request, thus ensuring continued transparency.

Evidence, artifacts, and or back up documentation:

Attached Files

[IntakeWaitTime '23 - '24.pdf](#)

[MonthlyStatistics '23 - '24.pdf](#)

[Student-Counseling-Center-Survey-FY 2024.pdf](#)

Residence Life

Residence Life Annual Report FY 2024

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, student-staff training programs, that contribute to student knowledge, experiences, and success.

Start: 07/01/2023

Providing Department: Residence Life

End: 06/30/2024

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. Along with Links to introduce students to campus support and opportunities.

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: Administer the Residence Hall Survey was through Baseline from April 8 - 22, 2024.

2.1: Triage, assign, and respond to work order requests submitted by professional and student staff members in a timely manner throughout the academic year.

2.2: Collaborate with Admissions to promote and market housing options to students and families as evidenced by maximizing occupancy rates throughout the academic year.

2.3: Ensure students can send and receive mail and receive packages from an efficient and friendly staff.

3.1: Promote and deliver special-interest housing options available to students through collaboration with Student Affairs, Academic Departments, and Athletics throughout the academic year.

3.2: Facilitate student training programs that provide operational skill-building and emergency management planning, along with professional development opportunities for graduate hall directors, Resident Directors, 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: Emails are sent to students, along with posters in the halls, and floor meetings conducted by Resident Assistants. We have also incorporated a meeting for all residential students the first Sunday before Fall classes begin.

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.

1.1: Assessed by emails that document dissemination of policies and expectations.

1.2: Assessed by the number of programs, dates, and topics delivered.

1.3: Assessed by information from Maxient results reported on the number of residential cases, adjudications, and types of dispositions.

1.4: Assessed by student responses to questions.

2.1: Assessed by sorting and reviewing information in School Dude Work Order Reporting and The Housing Director software.

2.2: Assessed by reviewing information in the Occupancy Rate Report.

2.3: Assessed by reviewing information from Notifii

3.1: Assessed by examining/reviewing information from Special-interest Housing.

3.2: Assessed by reviewing breadth and depth of topics covered in training sessions and reported retention rates.

What were the results?:

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:

Lane University Center

Lane University Center & Event Services Annual Report FY 2024

Specify your Division/Department Goals Priorities.:

LUCES Goal 1: Student Development

Strengthen student development by enhancing the Lane University Center Student Employee Experience program, integrating assessment data to improve training, development, and professional growth opportunities for student employees.

LUCES GOAL 2: Operational Efficiency

Leverage technology to improve operational efficiency and customer satisfaction by optimizing the use of EMS for reservations, billing, and event management, and by maintaining facility standards through ongoing assessment and preventive maintenance.

LUCES GOAL 3: Foster Growth & Revenue Generation

Increase external funding and foster growth in conferences and events by pursuing revenue generation, grants, private donations, and partnerships, while actively engaging in professional development and associations to expand programmatic opportunities.

Start: 07/01/2023

Providing Department: Lane University Center

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

LUCES Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES GOAL 2, LUC Action Priority 1 (Professional Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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).

LUCES GOAL 2, LUC Action Priority 2 (Facilities and Services): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES GOAL 2, LUC Action Priority 3 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES GOAL 3, LUC Action Priority 1 (External Funding): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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?:

LUCES Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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)

LUCES Goal 2, LUC Action Priority 1 (Professional Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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

LUCES Goal 2, LUC Action Priority 2 (Facilities and Services): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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

LUCES Goal 2, LUC Action Priority 3 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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

LUCES Goal 3, LUC Action Priority 1 (External Funding): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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?:

LUCES Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), the LUC will review, revise, and expand the student employee training and development program, called the Lane University Center Student Employee Experience program, a blended model of student employee training and development, based on assessment data from the last assessment cycle.

- During the assessment period, the LUC employed 65 student staff who worked a combined total of 19,394 hours and 44 minutes. This is a statistically significant decrease compared to last year's values of 74 student staff working a combined total of 21,966 hours. These decreases can be directly attributed to the decline of the number of on-campus events being held which is a direct result of decreases in departmental budgets.
- Based on changes made to the program following last year's assessment results, the LUC Student Employees maintained an average GPA of 3.3 during the assessment period.
- 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 candidates for their future career aspirations.
- As part of the SEE Program, the Lane University Center has identified learning outcomes for all student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcomes can be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities 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 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.

LUCES Goal 2, LUC Action Priority 1 (Professional Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 decrease to the operating budget was experienced totaling an 82.2% decrease in funding since 2016. This resulted in the continued 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.
- 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.
- Staff were also provided numerous opportunities for professional development opportunities through the Association of Collegiate Conferences and Events Directors International (ACCED-I) organization.
- Additionally, staff were invited to participate in additional virtual conference opportunities through Cvent, one of our software providers geared towards the event industry.

LUCES Goal 2, LUC Action Priority 2 (Facilities and Services): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 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 the assessment period (July 1, 2023 - June 30, 2024), the Lane University Center saw 631,570 visitors to the facility compared to an attendance last year of 569,175. This represents an increase of 11% increase from last year's visitor count.
- In terms of meeting venue usage, this year the Lane University Center saw 2,904 bookings compared to 3,030 bookings during the previous assessment period. This data indicates a 4.15% decrease.

Game Room:

- During the assessment period, 160,493 patrons utilized the Game Room, compared to 156,055 patrons last fiscal year, representing a 3% increase.
- Anecdotal assessment data was collected by our Game Room Attendants daily with regard to what visitors would like to see changed or updated in the Game Room. These results indicated high satisfaction with the Game Room as a whole, including offerings, with approximately five requests being made for additional video games. Based on this data, financial resources were devoted to making those improvements.

Fitness Center:

- During the assessment period, the LUC AstraZeneca Fitness Center saw 17,108 visitors, an increase of 2% from the last assessment period's count of 16,714 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 2,089 visitors, compared to 1,878 during the previous assessment period representing a 10.1% increase from the previous assessment period.
- 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.

LUCES Goal 2, LUC Action Priority 3 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 2,904 bookings compared to 3,030 bookings during the previous assessment period. This data indicates a 4.15% decrease.
- During the assessment period, the LUC continued with our usage of the online event and meeting room diagramming 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 \$6,523.05 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 \$2,782 per year in staff time which more than covers the cost of the annual software subscription.
- The post event assessment again indicated that a vast majority of respondents (82.35%) believed that the LUC provided excellent service in making a reservation as well as (82.35%) strongly agreeing that excellent follow through was provided with event requests, with the latter representing an increase from 78.57% during the previous assessment period.

LUCES Goal 3, LUC Action Priority 1 (External Funding): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 2023 - 2024 fiscal year, the Lane University Center actively engaged in pursuing external funding sources. During this assessment period, \$102,000 in facility fees and service charges were billed compared to \$107,410.28 during the previous assessment period. This represents a 5.04% decrease when compared to the previous assessment cycle which can be attributed to budget shortfalls across departments within the institution resulting in a decreased number of large-scale events occurring on campus.
- 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.
- 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 enhancements to our physical equipment in the facility in the amount of \$4,982.02 for audio/visual upgrades and replacements.
- Additionally, during the assessment period our Assistant Director of Operations (Colin Downey) was able to continue to engage in cost-savings by performing many repairs in-house resulting in a savings of approximately \$5,000.
- 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 and an estimated savings of \$50,000 for our vacant Technical Services Manager 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.

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?:

LUCES Goal 1, LUC Action Priority 1 (Student Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES Goal 2, LUC Action Priority 1 (Professional Development): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES Goal 2, LUC Action Priority 2 (Facilities and Services): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 toward 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.

LUCES Goal 2, LUC Action Priority 3 (Efficiency and Effectiveness): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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.

LUCES Goal 3, LUC Action Priority 1 (External Funding): During the Assessment Cycle (July 1, 2023 - June 30, 2024), 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 following the development of the action priorities for feedback and consideration. 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, 2023 - June 30, 2024), 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

- [2023-2024-LUC-Event-Services-Assessment.pdf](#)
- [payroll_20240904.csv](#)
- [FY 2024 Efficiency Summary. Student Services.xlsx](#)
- [ACTUAL FUNDING.pdf](#)
- [FSULANE WORKERS 3496 GPAs.xlsm](#)
- [Table-2024-12-18 - Game Room.pdf](#)
- [Payroll Report Banner.png](#)
- [Summer 2024 by the Numbers \(6 x 2 in\).png](#)
- [Table-2024-09-04 \(1\).pdf](#)
- [Table-2024-09-04.pdf](#)
- [Table-2024-12-18 Fitness Center.pdf](#)
- [counterdata - Meditation.xlsx](#)

Student Life

Student Life Annual Report FY 2024

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: 07/01/2023

Providing Department: Student Life

End: 06/30/2024

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?:

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 and Community Standards Annual Report FY 2024

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: 07/01/2023

Providing Department: Student Conduct & Community Standards

End: 06/30/2024

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, 575 referrals were entered into the system during the 2023-2024 academic year; 45 were documented as information only (non-actionable) and 410 incidents were adjudicated through 304 administrative hearings and one judicial panel hearing; 72 hearings were held in absentia and 84 were repeat policy violators; 569 students were found "responsible" for 802 violations of University policy; 6 students were found "not responsible." According to Maxient, the average time between report and hearing notification was 1.8 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 1.4 days.

1.2: [The Community Standards Policy Statements](#) were updated in July and August 2023 under the leadership of the Dean of Students and disseminated to students via email on August 29, 2023, and February 13, 2024.

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; 530 students (100%) had an opportunity to "due process" during Administrative Hearings and 1

student (100%) attended preliminary meetings before judicial panel hearings and signed the Hearing Checklist (documentation retained in conduct files).

2.2: According to Maxient data, 540 students were sanctioned to 840 sanctions through the student conduct system; 360 students were sanctioned to online educational modules; 249 students received disciplinary reprimands; 105 students were placed on disciplinary probation; 312 students were issued a judicial fine; 12 students were placed on disciplinary suspension. According to data from our post-hearing survey, 92% of students reported having the "opportunity to be heard" during the hearing, 90% indicated they "learned something from the experience," and 80% advised they were "satisfied with the outcome of the hearing". (N=74).

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 its 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 Students, AVP for Student Affairs, Chief of University Police, General Council, a Dean's representative from CLAS, COE, and COB, Director of Counseling & Psychological Services, and a residence life representative (see Helping Students in Distress and Referral at a Glance 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, Provost's Office, Athletic Director, and Athletic Staff occurred on an as-needed basis.

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

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. Additional programming and messaging will need to be coordinated with the Provost's office.

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 2024

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: 07/01/2023

Providing Department: Substance Abuse Facts & Education (SAFE Center)

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

Action Priorities for 2023-24

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 20 BURG Peer Educational programs in the 2023-24 academic year.

2.1: Five 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 10 peer educators in the fall 2023 semester.

3.2: The SAFE Director will facilitate a peer education institute training in the 2023-24 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 2023-24 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?:**2023-24 SAFE Office Results:**

1.1: Ten peer educators received 30 trainings during academic year and performed 235 initiatives reaching 164,225 students, faculty, staff and community members, disseminating 3,758 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: 1,886 service hours were recorded by our student volunteers

1.2: BURG Peer Education Network conducted virtual education via canvas 94 days throughout academic year. Over 500 students were reached through this strategy.

2.1: Students did not attend BACCHUS Conference due to restricted funds.

3.1: Six new students were recruited and received Peer Education training during August, 2023. Two Psych interns were supervised.

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 at the end of June 2024.

5.1: SAFE Director attended monthly Western Maryland Prevention Coordinators meetings.

6.1: Over 36 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 2024 goals and action priorities serve to inform and influence decision-making regarding SAFE initiatives for FY 2025.

Focus for 2024-25 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 100 educational programs by May 15, 2025

- Peer Educators will conduct at least 6 focus groups by May 15, 2025.

- Peer Educators will implement three recruiting events in the 2024-2025 academic year

- Ten students will receive facilitation skill building training at the Fall Institute, October 2024.

- Eighty percent of our peer educators will participate in two or more community service projects by May 15, 2025.

- Peer Educators will conduct eight information tables throughout the 2024-2025 academic year

Goal 2: Provide student peer educators with multi-dimensional opportunities to increase leadership skills.

- Ten students will attend the fall institute training by October, 2024.

- 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, 2025.

- Eighty percent of our peer educators will show statistically significant improvement on the Leadership Growth Satisfaction Survey (May 15, 2025)

- Peer educators will learn how to plan, organize and conduct general body meetings, leadership team meetings and strategic planning sessions throughout the 2024-25 academic year.

- The network will increase network meetings with key stakeholders throughout the 2024-25 academic year.

- Conduct one CPE training and nationally certify six (5) 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.

- Ten new freshmen students will be recruited during the 2024-25 Academic year.

- Four leadership peer educators will assist the BURG advisor facilitate 2024-25 Institutes.

- Peer educator satisfaction surveys will be completed in the 2024-25 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 2024-25 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 2024-25 academic year

- Encourage athletes, greeks and other engaged student organizations to take ownership to the "Bethe1 intervention initiative.

- 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.
 - Pilot a new video initiative for new students in the 2024-25 academic year.
 - 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, 2025.
- * Continue to educate students, faculty and staff about the cannabis law in the 2024-25 academic year. (See new MJ link below evidence/artifacts)
- * Produce and disseminate 10 PAWSCAST productions in the 2024-25 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 2024-25 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 2024.

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 2024-25 academic year.
- Increase FSU factoid campaign efforts in the 2024-25 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 2024-25 academic year.
- Continue to display all posters on the FSU digital signs throughout the 2024-25 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 2024-25 academic year.
 - The peer education network will conduct two awareness campaigns throughout the 2024-25 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 2024-25 academic year.
 - The network will disseminate over 3,000 incentive items in the 2023-24 academic year.
 - Continue to enforce opioid education policy to new students in the 2024-25 academic year.
 - Prevention Center Director will increase outreach efforts to students in recovery by three percent in the 2024-25 academic year
 - Provide support for screening of high risk marijuana users.
 - The Prevention Center Director will provide BSI sessions to 10 students during the 2024-25 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 10 percent by May 15, 2025.
- * Increase peer educator student contacts as reflective listeners and collaborate with student counseling center buddy program.

2) Resource Allocation:

The Substance Abuse Facts & Education office, as well as the BURG Peer Education Network are funded in full by the Maryland Department of Health & Mental Hygiene and managed by the Behavioral Health Administration. 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 2024 Annual Report from the SAFE Office was also provided to our funding source (BHA) 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

- [FSU ATOD Grant FY 2025 Proposal-Budget-Appendix.pdf](#)
- [BSI 2022-23 Report.docx](#)
- [Alcohol and Young Adults Ages 18 to 25 National Institute on Alcohol Abuse and.pdf](#)
- [DEA-Considering Culture/Strategic Prevention Framework.pdf](#)
- [UHC-white-paper-college-student-behavioral-health-report.pdf](#)
- [SAFE OFFICE 2022-2023 Data Info graphics Talking Points.pdf](#)
- [2023 FSU MD-CAS Full Report.pdf](#)
- [Frostburg State University 2023-2024 Prescription Drug Misuse Prevention Impact Report.pptx](#)
- [Frostburg State University 2023-2024 Sexual Assault Prevention for Athletes Impact Report.pptx](#)
- [Frostburg State University 2023-2024 Sexual Assault Prevention for Graduate Students Impact Report.pptx](#)
- [Frostburg State University 2023-2024 Sexual Assault Prevention for Undergraduates Impact Report.pptx](#)
- [Frostburg State University 2023-2024 AlcoholEdu for College Impact Report.pptx](#)
- [FSUATODBUDGET25.pdf](#)
- [NCHA-IIIb FALL 2023 REFERENCE GROUP DATA REPORT.pdf](#)
- [NCHA-IIIb FALL 2023 REFERENCE GROUP EXECUTIVE SUMMARY 03.19.24.pdf](#)
- [FSU Bingedrinking banner.pdf](#)
- [FSU Peer Education 2024 Skill Set Assessment & SELF satisfaction survey.pdf](#)
- [SAFE Office Internship Student Satisfaction Survey.pdf](#)
- [2023 Halloween Party Planner - BURG PEER EDUCATION NETWORK & SAFE Office Pullen 109-1.pdf](#)
- [Be On Your A Game 2024.png](#)
- [Weed is not a Need.png](#)
- [Data Analysis & Talking Points - SAFE OFFICE 2023-24-1.pdf](#)

Alumni Programs

FY24 Alumni Relations Annual Report

Specify your Division/Department Goals Priorities.:

1. Support Fundraising Efforts (supports University Advancement goals 1 & 2; FSU Strategic Goal 4)
2. Provide Engagement Opportunities for our Constituents (supports University Advancement goals 1, 4 & 5; FSU Strategic Goal 2&3)
3. Enhance Communication Channels (supports University Advancement goals 1, 3 & 5; FSU Strategic Goals 2,3,&4)

Start: 07/01/2023

Providing Department: Alumni Programs

End: 06/30/2024

Specify your Division/Department Actions Priorities/Plans.:

- 1.1** Develop and schedule social media posts and e-mails on all channels (Facebook, X, Instagram, e-mails) that educate constituents on why and how to support FSU.
- 1.2** Partner with athletics to host and plan events that raise funds for individual athletic programs.
- 2.1** Use events, social media, and campus partnerships to engage constituents (students, faculty, staff, alumni, and friends).
- 3.1** Utilize e-mail, Profile, social media, Facebook LIVE and the Website to increase the flow of information.

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

- 1.1** Dollars raised and engagement.
- 2.1** Number of events, number of registrations, number of departments partnered with, number of social media impressions.
- 3.1** Dashboard analytics, number of views, number of LIVE segments.

What were the results?:

1.1

2.1

3.1

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

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

Evidence, artifacts, and or back up documentation:

Development

FY24 Development Annual Report

Specify your Division/Department Goals Priorities.:

Start: 07/01/2023

Providing Department: Development

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:

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