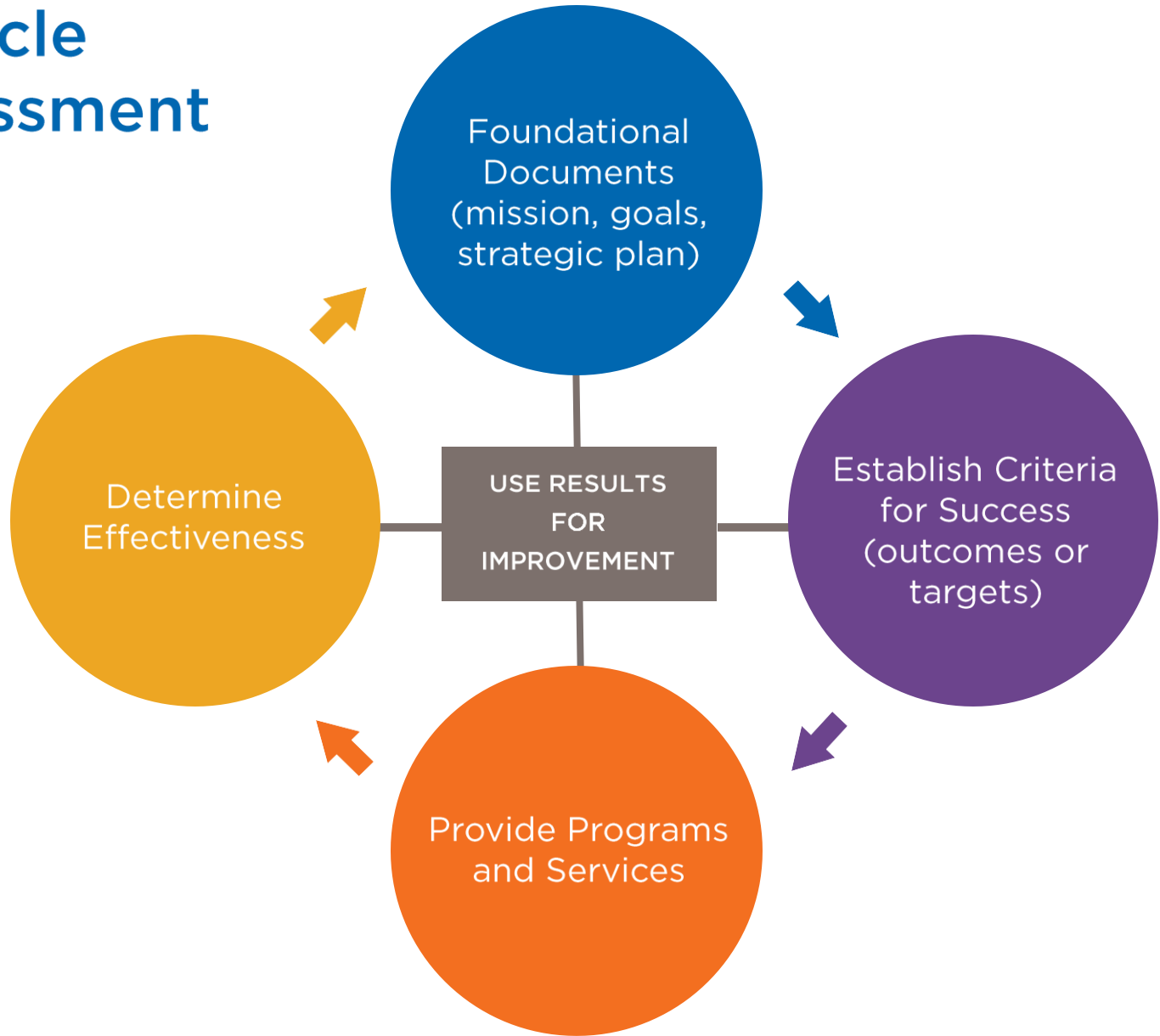


Department Strategic Planning and Reporting

Academic Affairs Unit

Your Cycle of Assessment



Academic Strategic Planning Process for Department Chairs





PERFORMANCE INDICATORS

METRICS

STANDARDS

MEASURES

TARGETS

CRITERIA FOR SUCCESS

Green on the Rubric for Identifying Goals

- ✓ **The goals** of a department/unit should be broad statements of intention.
- ✓ Reflective of the unit's purpose and mission;
- ✓ Aligned to College/Division and University goals and plans; and
- ✓ Growth-oriented.
- ✓ Goals may be binary (yes/no) and may be reflective of external requirements.

Example of a Goal - CEHNS is committed to creating a supportive learning environment that promotes outreach and collaboration with the community and future employers. (This goal is aligned to the [University Goal III](#).)



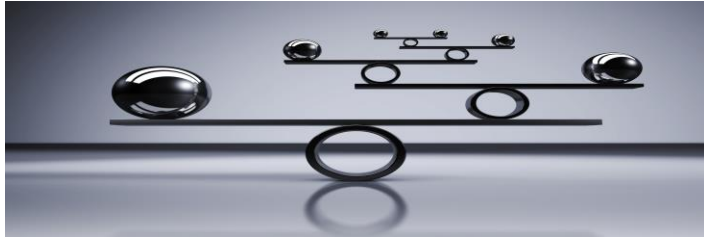
University Goals

- I. Expand Regional Outreach and Engagement
 - A. Support economic development in Western Maryland through targeted initiatives.
 - B. Provide opportunities for student engagement to address community needs in the region.
 - C. Promote and market Frostburg State University's successes, strengths, and assets in Maryland and the region.

Preparing **Action Items** using the Smart Goal Guide

SMART GOALS GUIDE

Specific	What exactly needs to be accomplished? Why do we want to accomplish this goal?
Measurable	How will we know we have succeeded? How much change needs to occur? How many actions or cycles will it take?
Attainable	Do we have the resources to achieve the goal? Is the goal a reasonable stretch? Is the goal likely to bring success?
Relevant	Is this a worthwhile goal? Will it be meaningful to management/the team? Can we commit to achieving this goal?
Time-bound	What is the deadline for reaching the goal? When will we begin taking action?



Green on the Rubric for Action Items

- ✓ **Action priorities**/plans could be SMART: Specific, Measurable, Attainable, Relevant, and
- ✓ Time-Bound.
- ✓ Action priorities are linked to unit goals.
- ✓ Action priorities are reasonable in number and reflect an intent for growth.
- ✓ Action priorities are related to college and university level action priorities when possible.

Example of an Action Priority:

1. Develop alumni advisory council and maintain college and program advisory councils that will assist in recommendations and support for outreach learning activities.
2. Create opportunities to develop funding and support for university efforts to connect departments with the community and future employers.
3. Support department efforts to develop community-based learning opportunities.

Developing the Metrics for Action Items



Identifying a Baseline

Vision and goals guide us in the right direction, but data still needs context

You can measure anything, but without a starting point and an end point, you can't measure progress



What to Assess/Measure/Analyze/Interpret

- **Quality Targets:** Program, personnel, and student performance profiles from: criterion-based indicators, surveys, multi-rater instruments, adherence to established norms, self-assessments, performance rubrics, implementation fidelity (vital behaviors), etc.
- **Quantity Targets:** Program, personnel, and student performance status from: raw scores mean/median/mode, distributions, rank order, percentile rankings, standard scores, percent of total, degree of fidelity, etc.
- **Fiscal Targets:** Revenue and expense trends by category; revenue/expense comparisons with peers; fiscal resource allocations and reallocations; cost/benefit analyses, etc.
- **Human, Hard, and Facility and Resource Targets:** Resource allocation and reallocation trends and patterns
- **Growth Targets:** Direction, rate and degree of change in performance status from: any of the above

7

Example Measures & Metrics

Graduation Rate

GPA's

Retention Rates

Annual Giving

Satisfaction

Campus Climate

Student Awareness

Campus Safety

Student Participation

Class Size

Outcome Measures

Student Engagement

Number of courses

Credit Hour Production

Contact Hour

Housing Occupancy Rates

Student Conduct Incidents

Student: Faculty Ratio

Programs Offered

Service Hours

Measuring Success

Indicator	Measure	Target
Mathematically Proficient	State, nationally normed, and/or local assessments	<ul style="list-style-type: none"> Fixed: Student results meet or exceed established proficiency or grade level standards Comparative: Student results compare in a specific way to state, national, or district demographic peer group performance levels Growth: Student results show growth toward proficiency standards and/or other
Engaged Socially		<ul style="list-style-type: none"> Fixed: Student participation reaches specific fixed targets Comparative: Student participation levels compare favorably to student participation levels in selected comparison group of districts Growth: Student participation shows growth in specifically targeted types of activities Gaps: Student participation shows growth in specific areas for specifically targeted student sub-groups
Globally Connected and Competent	Enrollment in a foreign language	<ul style="list-style-type: none"> Fixed: X% of students successfully complete one or more years of a foreign language Comparative: Student participation in foreign language instruction compares favorably to that of a selected comparison group of districts Growth: Student enrollments/completion of one or more years of foreign language instruction is growing Gaps: Enrollment of identified underserved student sub-groups in foreign language instruction is growing and gaps are declining

Mission Statement Elements	What will you measure?	What is your Target?	Quality, quantity or cost measure?
Culturally aware students.	Students responses to culture/climate survey	Culturally inclusive and responsive profile for the school	Fixed Quality Target
Career Success	How students rate on the Employability Skills Rubric Post-secondary matriculation data	Students achieve, a rating of 3 or better Data shows steady growth in % of students going on to post-secondary education	Fixed Quantity Target Growth Quantity Target
Creative students	% of students enrolled in art, music, PE, tech at HS level	Achieve growth in % of students enrolled in art, PE, tech. at HS level	Growth Quantity Target
Fiscally sound	Size of Fund balance	>10%	Fixed Fiscal Target
Problem solving skills	% of students who complete projects using process of analyze, design, implement, and evaluate.	Students achieve a level 3/5 or better on project rating rubric	Fixed Quality Target
Academically prepared	Student performance on state, national, and local assessments across the core curriculum	Students will rank in the top 25% of peer district student rankings on state/national assessments	Comparative Quantity Target

Green on the Rubric for Metrics

Metrics:

- ✓ All measures/metrics for all areas of the goals have been identified. There may be minor enhancements needed.
- ✓ It is evident that an assessment cycle is in place that is ongoing and includes collaborative analysis of the identified metrics and outcomes of action priorities.

Example of a Metric for an action priority - 1.2 COE faculty promising innovative instructional practices and successful technology applied to student learning:

Feedback surveys during retreats from COE members on the quality of efforts to share innovative practices to enhance student learning.



Green on the Rubric for Assessment

- ✓ It is evident that an assessment cycle is in place that is ongoing and includes collaborative analysis of the identified metrics and outcomes of action priorities.
- ✓ Evidence exists that there is consensual agreement by the department in determining their progress in meeting the strategic goals to close the assessment loop.

Example from Library Report

G. 1. AP. 1: Formulate an action plan to invite/encourage teaching faculty from other academic disciplines to meaningfully contribute to the Information Literacy Committee.

The process of assessment for this action priority would be to evaluate the plan in regard to its intent, its objectives, outcomes, and procedures for identifying teaching faculty to invite on the committee - how many, range of disciplines, types of diversity, and how faculty will be contacted.

Green on Reporting Results

- ✓ A clearly articulated results statement for each defined metric.
- ✓ Supporting evidence and data are collected, stored, and reported for each statement.

Action Item: 1.4 Utilize the college-wide assessment process to monitor if each program is meeting the University's graduate and undergraduate student learning outcomes, which display quality preparation of candidates in meeting knowledge, skills and dispositions.

Metric: Analyze SLAGG and GLAGG reports to find areas of strengths and weaknesses across both departments for COE Strategic Plan to ensure departments are incorporating areas of concern into department strategic plan.

Results: **Kinesiology & Recreation found strengths in Goals #3, 4, and 5. with a range between 86% to 90% of students meeting or exceeding those goals as measured on aggregated assessments.**

Exercise Sport Science needs to develop an action plan for technical and analytic skills appropriate to their field.

The department is also working on use problems, defining and problem-solving within and across disciplines. Another area they wish to work on is understanding cultural and social exercise of power as well as comprehend and critically interpret information in written and oral forms. (UG goal #2 Core Skills).

Green on the Rubric for Impact

- ✓ Action items/goals ALL have a clear impact.
- ✓ Impact to the department, college, university, and/or community is described.
- ✓ Changes to the action priority/goal are described if necessary.
- ✓ Decisions have been made and are driven by evaluations and assessment results.
- ✓ Results have informed decision making and resource allocation.
- ✓ Reflects upon completion or progress of action priorities (if possible).

Example: The College-wide assessment process (Quality Assurance System) successfully met the goal during this academic year. Data provided evidence of candidates' progress in meeting the University's Undergraduate and Graduate Student Learning goals. The analysis of the data provided direction to programs and the departments' strategic plans. This process will continue without any changes.

Green on the Rubric for Communication

- ✓ The entire process, not just results and impact, is **communicated regularly** within unit meetings and within college and/or division as appropriate. Employees are able to provide feedback. Communication is two-way.

Example of Communication: The 2021- 2022 COE Strategic Plan, which include all action items and results, were conveyed to the College of Education Curriculum Committee during the September meeting. The results were then shared with departments during their department meetings for any recommendations at the College level and also to use that information to develop their upcoming academic year's Department Strategic Plan. Department Plans are share with CECC in November. Assessment data from the previous year were shared at the P20 advisory meeting in November. Student Learning data for the departments were also shared during program specific advisory council meetings and to the CECC. Data is collected throughout the year in preparation for analysis and continuous improvement.

DEPARTMENT/UNIT REPORTING

PLANNING (FORMERLY “COMPLIANCE ASSIST – PLANNING”)

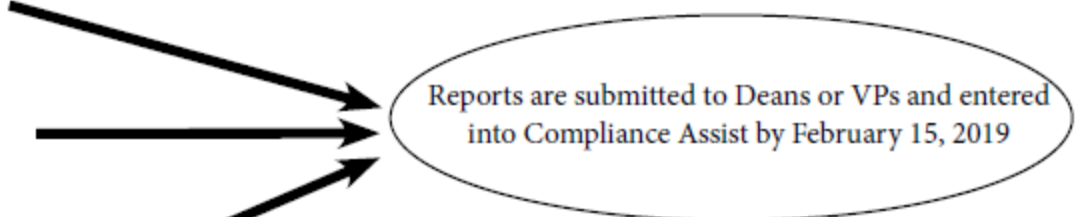
Enter your report under FY2019 for the following time periods:

Assessment Reporting

ACADEMIC YEAR 2017-2018 Annual Reports
(reporting on goal results, time frame ending after spring semester 2018)

CALENDAR YEAR 2018 Annual Reports
(reporting on goal results, time frame ending December 31, 2018)

FISCAL YEAR 2018 Annual Reports
(reporting on goal results, time frame ending June 30, 2018)



Reports are submitted to Deans or VPs and entered into Compliance Assist by February 15, 2019

LOG ON HERE:

[HTTPS://FROSTBURG.CAMPUSLABS.COM/PLANNING](https://frostburg.campuslabs.com/planning)

DASHBOARD



FY 2018

< | Dashboard

FILTER

Sort Default

My Items (0)

Responsible Items (0)

Contributor (0)

You have not created any items in FY 2018.

Show

10

Viewing 0-0 of 0

Plans

[Strategic Plan](#)

[Learning Outcomes Assessment](#)

[GEP](#)

[Departmental Plan](#)

SELECT DEPARTMENT PLAN

Planning CA catest

FY 2018

< Dashboard

[FILTER](#) Sort


[My Items \(0\)](#) [Responsible Items \(0\)](#) [Contributor \(0\)](#)

You have not created any items in FY 2018.

Show Viewing 0-0 of 0

Plans

- [Strategic Plan](#)
- [Learning Outcomes Assessment](#)
- [GEP](#)
- [Departmental Plan](#)



CONFIRM FISCAL YEAR (Report should be entered in FY2019 for previous year activity)

Planning - Google Chrome

https://frostburg.campuslabs.com/planning/plans(menu:plans/1903/453)

Apps Gmail - Inbox (15,478) Google Edit Program Review Campus Labs Assessment, Research Generic Application E Google Inbox (714) - sbjboe@ Frostburg State Univ

Planning

Sara

FY 2019

Strategic Plan

My Units Institution

search...

Frostburg

Academic Affairs

Assessment and Institutional Research

FY 2019 / STRATEGIC PLAN

Assessment and Institutional Research

Plan Items Reports Documents

FILTER Sort Default + Plan Item

There are no plan items associated with the current Time Period, Plan, and Organizational Unit.

Show 10 Viewing 0-0 of 0

CLICK ON YOUR DEPARTMENT UNDER “MY UNITS”

Planning CA catest

Dashboard

FY 2018

Departmental Plan

My Units Institution

search...

Diversity Center

FY 2018 / DEPARTMENTAL PLAN

< Frostburg

Plan Items

FILTER Sort Default + Plan Item

2017

Frostburg Departmental Annual Report	7/1/17 - 6/30/18
---	------------------

Show 10 Viewing 1-1 of 1

CLICK ON + PLAN ITEM AND SELECT DEPARTMENT ANNUAL REPORT

Planning CA cates

Home
 FY 2018
 Departmental Plan



My Units
 Institution


search...
 Frostburg
 Student Affairs
 Diversity Center

FY 2018 / DEPARTMENTAL PLAN
 < | Diversity Center

Plan Items

FILTER
 Sort Default
 + Plan Item

"Introduction to Diversity" workshop 
 Diversity Center
 1: Department Action Priority 

Increase student awareness of the CSDEI
 Diversity Center
 2: Department Action Priority 

Departmental Annual Report
 Tactic (Department)
 Department Mission
 Department Strategic Goal
 Department Action Priority
 Department Vision
 7/1/16 - 12/29/17

Show 10 Viewing 1-2 of 2

ENTER INFORMATION PROMPTED. ENTER: "2018 (YOUR DEPARTMENT) ANNUAL REPORT"

Planning - Google Chrome
https://frostburg.campuslabs.com/planning/plans/1903/edit/1076218

Apps Gmail - Inbox (15,478) Google Edit Program Review Campus Labs Assessment, Research Generic Application E Google Inbox (714) - sbjboe Campus Labs-BASELI Frostburg State Univ

Planning Sara

FY 2019 / DEPARTMENTAL PLAN

< Edit Plan Item

Template: Departmental Annual Report

Enter: Year_Department/Unit Annual Report *
(e.g. 2017 Assessment & IR Annual Report)

Start *

End *

Providing Department *
[Assessment and Institutional Research](#)

Specify your Division/Department Goals Priorities.

File Edit View Insert Format Tools Table

← → Formats **B** *I* [List Icons]

Permissions [Related](#) [History](#)

Assign Responsible Users

Responsible Users
No responsible users have been added.

Available Users

Select users from the list below or search for a specific user

+ Account, catest	Administrator
+ Allen, Phillip	Administrator
+ Baer, Douglas	Administrator
+ Baer, April	Contributor

DATA ENTRY FOR REPORT

SEE FSU INSTITUTIONAL EFFECTIVENESS PLAN (PAGE 9)

- [HTTP://WWW.FROSTBURG.EDU/FSU/ASSETS/FILE/ADMINISTRATION/PAIR/IEP-COMBINED-2017.PDF](http://www.frostburg.edu/fsu/assets/file/administration/pair/iep-combined-2017.pdf)
- COPY AND PASTE INTO THE VARIOUS FIELDS:
 - DIVISION/DEPARTMENT GOALS
 - DIVISION/DEPARTMENT ACTION PRIORITIES
 - WHAT WERE THE MEASURES/METRICS USED TO ASSESS EFFECTIVENESS?
 - DISCUSS PROCESS OF ASSESSMENT PER ACTION PLAN.
 - DISCUSS RESULTS.
 - HOW HAVE RESULTS IMPACTED OPERATIONS? WHAT IS FOCUS FOR UPCOMING YEAR'S PLAN? WERE RESOURCES ALLOCATED OR REDISTRIBUTED BASED UPON THE RESULTS?
 - HOW WAS THIS PLAN CONVEYED TO YOUR DIVISION/DEPARTMENT?
- SELECT SAVE IN BOTTOM RIGHT CORNER.

RELATED ITEMS (LINK YOUR REPORT TO THE DEPARTMENT/DIVISION ACTION PRIORITIES: "SUPPORTS")

Planning CA catest

FY 2018 / DEPARTMENTAL PLAN

< Edit Plan Item

Template: Departmental Annual Report

Enter: Year_Department/Unit Annual Report *
(e.g. 2017 Assessment & IR Annual Report)

2017 Diversity Center Annual Report

Start *
07/01/2016

End *
06/30/2017

Providing Department *
Diversity Center

Specify your Division/Department Goals Priorities.

File Edit View Insert Format Table

Formats **B** *I* [List Icons] [Link Icon] [Image Icon]

Permissions **Related**

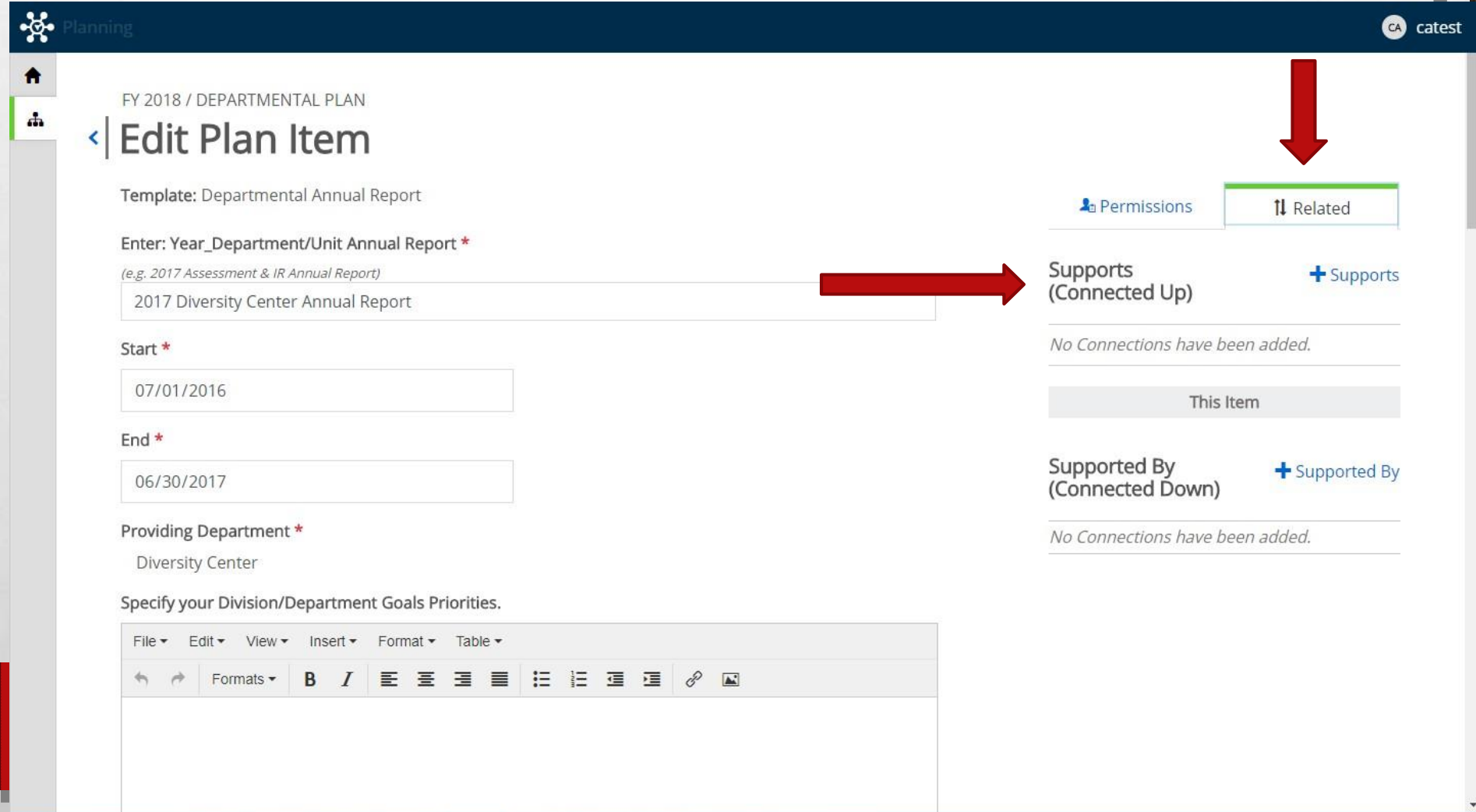
Supports (Connected Up) [+ Supports](#)

No Connections have been added.

This Item

Supported By (Connected Down) [+ Supported By](#)

No Connections have been added.



SEARCH FOR YOUR DEPARTMENT AND CLICK ON IT

2017 DIVERSITY CENTER ANNUAL REPORT

< Select a Supports (Related UP) Item

FY 2017

Departmental Plan

Diversity Center

FILTER

There are no items available to relate.

Show 10 Viewing 0-0 of 0

Frostburg

Academic Affairs

Administration and Finance

Human Resources

International and Government Affairs

Office of the President

Student Affairs

University Advancement

Supports
(Connected Up)

No Connections have been added.

This Item

Supported By
(Connected Down)

No Connections have been added.

< Back to Plan Item

CHECK THE PLUS SIGNS NEXT TO THE ACTION PRIORITIES

Planning CA catest

Dashboard

2017 DIVERSITY CENTER ANNUAL REPORT

Select a Supports (Related UP) Item

FY 2017

Departmental Plan

search...

Frostburg

Student Affairs

Diversity Center

FILTER

"Introduction to Diversity" workshop	+
Diversity Center	On Schedule
1: Department Action Priority	7/1/16 - 12/29/17
Supports (Connected Up)	
No Connections have been added.	
This Item	
Increase student awareness of the CSDEI	+
Diversity Center	On Schedule
2: Department Action Priority	7/1/16 - 12/29/17
Supported By (Connected Down)	
No Connections have been added.	

Show 10 Viewing 1-2 of 2

[Back to Plan Item](#)

ONCE THEY ARE CHECKED, CLICK BACK TO PLAN ITEM



2017 DIVERSITY CENTER ANNUAL REPORT

< Select a Supports (Related UP) Item

FY 2017

Departmental Plan

search...

- Frostburg
- Student Affairs
- Diversity Center**

FILTER

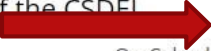
"Introduction to Diversity" workshop

Diversity Center
1: Department Action Priority
On Schedule
7/1/16 - 12/29/17



Increase student awareness of the CSDEI

Diversity Center
2: Department Action Priority
On Schedule
7/1/16 - 12/29/17



Show 10 Viewing 1-2 of 2

Supports (Connected Up)

"Introduction to Diversity" workshop
Diversity Center
Department Action Priority



This Item

Supported By (Connected Down)

No Connections have been added.

< Back to Plan Item

Help

If you can't find something (goal, action, your report), adjust your view by changing the fiscal year. The data entry is date driven. You may have to expand the years per goal so they show up in future years.

You can email CampusLabs Help at support@campuslabs.com for assistance.

TO UPLOAD A FILE (EVIDENCE, ARTIFACTS, AND/OR BACK UP DOCUMENTATION) USING THE EDIT TAB SELECT UPLOAD FOLDER/FILE:

File Edit View Insert Format Table

← → Formats **B** *I* [List Icons] [Link Icon] [Image Icon]

Powered by [tinymce](#)

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

File Edit View Insert Format Table

← → Formats **B** *I* [List Icons] [Link Icon] [Image Icon]

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Evidence, artifacts, and or back up documentation

There are no attachments.



[+ File](#) [+ Folder](#)

Delete

Done

FILE IS APPENDED TO THE REPORT



File Edit View Insert Format Table

← → Formats **B** *I* [List icons] [Link icon] [Image icon]

Powered by [tinymce](#)

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

File Edit View Insert Format Table

← → Formats **B** *I* [List icons] [Link icon] [Image icon]

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Evidence, artifacts, and or back up documentation

[+ File](#) [+ Folder](#)

[Assessment_Report Sociology BA.pdf](#)



Delete

Done

REPORT APPEARS WITHIN YOUR DEPARTMENT

Planning CA catest

Home

FY 2017

Departmental Plan

My Units Institution

search...

Frostburg

Student Affairs

Diversity Center

FY 2017 / DEPARTMENTAL PLAN


< Diversity Center

Plan Items

FILTER Sort Default + Plan Item

2016-2017 Diversity Center Annual Report	
Diversity Center Departmental Annual Report ↑↓	7/1/16 - 6/30/17
2017 Diversity Center Annual Report	
Diversity Center Departmental Annual Report	7/1/16 - 6/30/17
"Introduction to Diversity" workshop	
Diversity Center 1: Department Action Priority ↑↓	On Schedule 7/1/16 - 12/29/17
Increase student awareness of the CSDEI	
Diversity Center 2: Department Action Priority ↑↓	On Schedule 7/1/16 - 12/29/17

Showing 10 items. Viewing 1 of 1



Self-Assess Prior to Submission

AIEC Institutional Effectiveness Rubric for Red, Yellow, Green

	Green=5	Yellow=3	Red=1
Goals	<p>The goals of a department/unit should be broad statements of intention. Reflective of the unit's purpose and mission; Aligned to College/Division and University goals and plans; and Growth-oriented. Goals may be binary (yes/no) and may be reflective of external requirements.</p>	<p>Goals are SMART unit's purpose and mission without being a statement of core unit functions. Goals are not linked to college/division/university goals or goals are not growth-oriented</p>	<p>Goals are just statements of the core functions of a department/unit</p>
Action Priorities/Plans	<p>Action priorities/plans could be SMART: Specific, Measurable, Attainable, Relevant, and Time-Bound. Action priorities are linked to unit goals. Action priorities are reasonable in number and reflect an intent for growth. Action priorities are related to college and university level action priorities when possible.</p>	<p>An attempt has been made to begin the process of identifying action priorities or plans which align with the stated goals. At this point, the action priorities/plans need to be more clearly articulated including measurable actions which are relevant and timely. An attempt has been made to align the action priorities/plans to the unit goals, but this alignment is not clearly stated.</p>	<p>Action priorities are broad, long-term goals. Action priorities do not include action verbs which are measurable or attainable. Action priorities/plans are not aligned to unit goals.</p>

Measures/Metrics	All measures/metrics for all areas of the goals have been identified. There may be minor enhancements needed.	Some measures/metrics are missing or should be clarified or enhanced.	Significant areas of measures/metrics are missing.
Assessment	It is evident that an assessment cycle is in place that is ongoing and includes collaborative analysis of the identified metrics and outcomes of action priorities. Evidence exists that there is consensual agreement by the department in determining their progress in meeting the strategic goals to close the assessment loop.	It is evident that an assessment process exists that reviews the outcomes of the action priorities without clearly defining the metrics used to assess the department's progress in meeting the strategic goals or closing the assessment loop. The process does not appear to be collaborative to reach consensus.	There is an unclear assessment process that lacks clear outcomes/metrics and collaboration to determine the department's progress in meeting goals and/or action priorities.
Results	A clearly articulated results statement for each defined metric. Supporting evidence and data are collected, stored, and reported for each statement.	A results statement for each defined metric; however, some supporting evidence or data is missing.	Results statements are missing, or statements are not supported by evidence or collected data.

<p>Impact</p>	<p>Action items/goals ALL have a clear impact. Impact to the department, college, university, and/or community is described. Changes to the action priority/goal are described if necessary. Decisions have been made and are driven by evaluations and assessment results. Results have informed decision making and resource allocation. Reflects upon completion or progress of action priorities (if possible).</p>	<p>Some action items/goals have a clear impact. Impact is noted, but not described. There is information about what decisions have been made and actions that are taken, but they are not clearly tied to specific action items. Results may have informed decision making, but resource allocation is unclear.</p>	<p>Few, if any, goals have a clear impact. Decisions/changes are not noted. Results have not informed decision making and resource allocation. No changes or reallocation were made.</p>
<p>Communication</p>	<p>The entire process, not just results and impact, is communicated regularly within unit meetings and within college and/or division as appropriate. Employees are able to provide feedback. Communication is two-way.</p>	<p>Results are communicated to the supervisor/VP</p>	<p>Assessment results and impact have been shared, and discussed with, unit staff, supervisors, appropriate stakeholders and constituents</p>
<p>Overall</p>	<p>A majority of the areas are rated as GREEN. The report is well-written, complete, and clear. It demonstrates how the assessment process is utilized to close the loop and make improvements in the unit.</p>	<p>Overall, the report is completed; but there are some incomplete, poorly written, or unclear aspects of the report. There is some lack of information on how assessment is used to make improvements. Overall, the department is doing assessment and trying to close the loop.</p>	<p>The report was not done or only partially done. It is of poor quality and lacks information on how assessment is done and how it is used to close the loop. A majority of areas are rated as RED.</p>