Campus Labs Test

Strategic Goals

1: Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Start: 7/1/2016
End: 6/30/2020
Progress:
Providing Department: Academic Affairs
Responsible Roles:

Related Items

1.1: Recruitment, retention, and graduation action priorities.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student succ and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]

Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

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  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
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  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene

Education Program for continuous improvement.

- Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog

due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research
- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

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

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
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- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
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  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize s distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or

removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Student Support Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]

Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by t Department of Education that could be used for improving or intensifying a particular s of the program. The staff chose to intensify the services they were providing to transfe students by offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer stuc and completed a checklist of information transfer students should have: GEP Program, Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will con to meet transfer students individually and use the checklist they developed to make su transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Enhance the quality of academic advising and assessment thru benchmarking and by

incorporation of innovative best practices.

- Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs

- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
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Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
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- Deployment of technological tools to enhance recruitment.
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    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

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  - Unit: Academic Affairs in collaboration with other Divisions
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Specify how your Division/Department Goals align to FSU strategic planning g

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What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

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  - Results: See Enrollment Management Admissions report and EMC plan attached.
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2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize su distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t
100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previc year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tut

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni
who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s
grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent
w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir
services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used
tutoring services at least 5 times during the semester. Measure change in grade from
midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an

2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutorin are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Admissions Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Admissions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhanced recruitment efforts in targeted Maryland counties and the Regional Tuition area (freshman and transfer recruitment).

Strategies were developed to enhance recruitment efforts in targeted Maryland counties and Regional Tuition Area (particularly Northern Virginia). This included additional high school vi guidance counselor emails, admitted student receptions, consistent email messaging to inqu and admitted students, and a phone-calling program with an outside vendor and with studer and staff.

2. Provide enhanced visit opportunities for students including the new Admitted Student Orientation programs hosted by the three colleges.

Our Interim Provost and Deans proposed the idea of having an Admitted Student Orientatior which would be held in the spring and would connect admitted students to faculty and acade departments. Unfortunately, they were not able to put this event together. Instead they wc with the Office of Admissions to reconfigure one of the spring Admissions Open House progr to include a Student Showcase. This Showcase included individual locations for each college have current students and faculty demonstrate projects and research with which they are involved.

Efforts were also made to enhance the daily office visits and other campus visit options.

3. Special recruitment strategies for counties in Maryland where we struggled in 2016. This include Frederick County, Montgomery County, and Prince Georges County.

Strategies were developed this year to try to combat our downturn in numbers of students f these three counties. Admitted student receptions were held in each of these counties in Ma In addition, we did onsite admissions review at selected high schools in Montgomery County hosted several groups from these areas for campus visits.

4. Special yield efforts to correct significant drop in yield in 2016.

The emphasis in this effort was increased communication. Strategies were developed to inc and improve our communication at all areas of the admissions funnel. This included increas communication with inquiries, applicants, and admitted students. The channels of communi were recruitment travel, campus visits, campus events, emails, phone calls, admitted studer receptions, and coordination with other campus recruiters (i.e. athletics and performing arts

5. Work with faculty and staff to develop opportunities for them to assist us in the recruitme process.

Several academic departments have worked closely with the Office of Admissions this year t coordinate recruitment efforts. All interested faculty were provided with contact information admitted students. In addition, we worked closely with the faculty to integrate the Student Showcase program into the Admissions Open House. Continued efforts were also made to improve faculty integration into our regular campus visit program.

6. Develop more opportunities to utilize technology in the recruitment process. This will incl the development of a new online application through College Net, a new CRM through Target and the utilization of enrollment data through Helio Campus.

Tremendous efforts were put forth this year to integrate all of the new technology into the University's recruitment efforts. In terms of the new application, new CRM, and new data dashboards, we were in the training and implementation process with all of these during this recruitment cycle. We anticipate that these efforts will positively impact our recruitment effo the coming year.

Specify your Division/Department Actions Priorities/Plans.

- Increased number of high school visits and other recruitment opportunities in our targete areas. Increased email communication to students and guidance counselors.
- Offer more weekly and weekend visits. These include open houses, admitted student programs, weekly visits, and special group programs (i.e. athletic teams & academic programs).
- Offering admitted student programs in Frederick, Montgomery, and Prince Georges Count
- Make significant changes to our communication to admitted students to increase yield. T will involve admissions staff, financial aid staff, faculty & staff, athletic coaches, and other Timing of communication will be emphasized. In addition, make significant changes to ou merit scholarship grid and include award amount in the admission letter.
- Work with individual academic departments to develop communication flow to admits and inquiries. Continue to work with Student Affairs to involve their staff and current student the recruitment process.
- Continue to work on the implementation of these new technology initiatives.

What are the Measures/Metrics used to assess effectiveness?

* Number of high school visits in targeted areas. Number of email communications sent.

* Number of visit opportunities provided during the recruitment year.

* Number of admitted student receptions in each county.

* The method, number, and timing of contacts to admitted students. Review of merit schola awarding, communication, and scholarship amounts.

* Number of academic departments actively involved in recruitment efforts. Number of recruitment activities involving Student Affairs personnel.

* Progress update on new technology initiatives.

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

The Associate Provost for Enrollment Management and the Director of Admissions work with

to assess the data from all of the Action Priorities. Utilization of travel reports, campus visit recruitment program data, communication plan data, and data from our student information system will provide our assessment information.

What were the results?

* Despite our increased recruitment efforts in the targeted counties and Regional Tuition Are current freshman enrollment from these areas has not increased. We are slightly behind in targeted counties and even with last year in the Regional Tuition Area. The focus of our Reg Tuition Area recruitment was Northern Virginia. We did increase our number of high school and college fairs in Northern Virginia. We are up slightly in the number of freshman deposit that area.

It is also important to note that extra efforts were put forth this year to increase our recruitr of transfer students. A contractual recruiters was hired for the spring semester and was tas with visiting community colleges throughout Maryland and the Regional Tuition area. Our nu of community college visits increased 28% this year (over fall 2016). Unfortunately, our cur numbers show that we are 9% down in the number of admitted and deposited transfer stud

In term of email communication, after previously working with an outside vendor, this year were able to have our University Advancement Office (using Spectate marketing tool) send the emails. Overall, this year we managed three different email campaigns: 2017 inquiries, admits, and 2018 inquiries. These email campaigns ran from October 2016 to June 2017. T of 128,191 emails were sent. The open rate for the emails was 23%.

* As previously noted, the Admitted Student Orientation, proposed by the Interim Provost a academic deans was not held this year. They instead added a student showcase to one of o spring open house programs. We did provide several enhancements to our daily visit progra and worked with our athletic coaches to provide admissions presentations at their weekend visits. We also had seven admissions open house programs on selected Saturdays.

* We met our goal of having an admitted student reception in Frederick, Montgomery and Pr Georges Counties. We had not done an orientation in Frederick or Prince Georges in the pre years.

* Our yield efforts have helped increase our yield rate (percentage of admitted freshmen pa their admission deposit) for incoming freshmen. As of 7/21/17 our freshman yield rate was 33.9%. That compares to 33.3% at the same time last year.

* Several academic departments including Education, English, Foreign Languages, Music, Recreation, and Theatre worked with Admissions to enhance their recruitment efforts. All departments continued to be represented at admissions open house programs and worked h provide student showcase experiences at one of our open house programs.

In the Student Affairs area, the students in ECHOSTARS made phone calls to our admitted

students to talk about student life opportunities on campus.

* After a year of training and preparation, the Office of Admissions is just about ready to go with our new CRM (customer relationship management) from Target X and our new online application from College Net. These new additions will greatly enhance our communication v prospective students and provide a more user-friendly application experience.

Also, our work with HelioCampus will help provide us with a significant amount of data that v help drive our recruitment efforts. These dashboards can show everything from trend data t providing percentage scores on which students are most likely to enroll here.

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

Since we have not seen the positive enrollment growth from our recent initiatives, we are reassessing our plans for the coming year. With the state of Maryland still in the midst of a decline in the number of high school graduates, we will continue to look for other recruitmer markets in the Regional Tuition Area. However, we must continue to look for ways to increas yield rate for admitted students from Maryland.

We are also looking at increasing our marketing efforts to increase our name awareness and communicate the advantages of a Frostburg State University education. This obviously will financial commitment to pay for these advertising/marketing efforts.

We will be adding additional contractual recruiters (recent graduates) to enhance our fall recruitment team. These recruiters will work from August through November and will help u to more schools and college fairs.

Our new technology initiatives all required significant resources. Also, hosting additional adr student receptions at various locations requires additional resources.

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

Planning efforts in admissions were developed and vetted through the Enrollment Managem Committee, the Enrollment Advisory Council, the Provost and the Provost's Advisory Council Results of these initiatives continue to be communicated to all listed above.

Evidence, artifacts, and or back up documentation

2017 Enrollment Plan

Enrollment Management Strategic Plan

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track anc storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f

FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which de some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, go setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi

sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen attending session were given probation materials, and survey instrument. Two students wer identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended a presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR. least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learnir specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin

delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reten Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe
Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi
but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm
issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this
improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and
program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to
the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra
improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for
approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato
and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Programs Advancing Student Success Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Fully Implement PAL Program:
The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop sk meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and c workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social s and humanities courses and other areas not covered by tutoring services.

2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on aca probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assist developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes a not transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should co their credit-bearing math and freshman composition classes within their first 24 credits.

Specify your Division/Department Actions Priorities/Plans.

1.1 - Develop Program in Cumberland Hall:
Train PALs

Create welcoming space in basement

Coordinate programming with RAs

1.2 - PALs in Pullen:

Train PALs to encourage regular appointments with students with midterm warnings

Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:

Run queries to identify students who have not taken math or ENGL 101.

Coordinate with CAAR office to prepare email messages to students and their advisors advis them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Number of students who participate in the program and their academic stan after fall and spring semesters will be measured. We will compare the GPAs and number of c earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester gpa for students on AP/AW a as the number of students who are removed from AP after meeting with learning specialist a participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and Eng requirements within their first 24 credits.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Comparison of GPAs and number of credits earned between students who do and do n participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met wit learning specialist or academic counselor and/or PAL; determine number of those students w were removed from AP after that semester.

3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 1 email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.

What were the results?

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an ave of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) e an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 stude (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good acaden standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the followi semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic sta 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from 5 (23%)continued on AP; and 7 (32%) were academically dismissed. Most of the 22 student only once with a learning specialist.

43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 a did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollm 92 students with 24 or more credits did not have college level math credit or enrollment, bu were enrolled in a DVMT class - 55 still needed a math course.

Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollmer students with 24 or more credits still needed a college level math course - not including stuc enrolled in a DVMT class.

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

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to resid the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORI classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year's students to help - especially the stat concerning the high rate of academic dismissal and the fact that ve students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings req of those students and via targeted email messages. If more of those students take advantag tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.

No resources will be allocated or redistributed.

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

1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.

3.1 - Information shared with CAAR.

Evidence, artifacts, and or back up documentation

No items to display.

2016 Registrar Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Registrar
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop an improvement plan for the Registrar's Office.

2. Improve the student experience with Registrar's Office functions.

Specify your Division/Department Actions Priorities/Plans.
1. Conduct an assessment of the Registrar's Office.

2a. Implement the Scheduling Assistant.

2b. Implement electronic transcripts.

What are the Measures/Metrics used to assess effectiveness?
1. The outcome will be an office improvement plan. The self-assessment process will identify number of actions that should enhance the office and service to all its constituents. These ac will be prioritized based on the knowledge required, resources needed, chance of success, ar impact on services. The plan will represent the consensus of the office personnel.

2a. Students using Scheduling Assistant will register for more credit hours than comparable, propensity-score matched students who did not employ the Assistant.

2b. The transition to a third-party ordering solution will be seamless for requestors.

Requests for electronic transcripts by students will become an attractive alternative to paper transcripts.

The cost to the University will, at the least, will be negligible.

The process of assessment per Action Plan: How were the results assessed?
1. Registrar's Office staff met several occasions to assess and plan.

2a. Numbers of FSU students and advisors using the software were captured.

2b. Numbers of transcripts ordered and associated costs were summarized.

What were the results?
1. A three-person team from the Registrar’s Office evaluated 1435 AACRAO Self-Assessment questionnaire items, combined into eight broad categories, and met with the Registrar sever times to review. The whole staff reviewed, commented on, and refined the analysis and deve a list of 11 actions to take to improve the office.

2a. Our predictive analytic software is not up and running, so we cannot develop propensity scored matches. However, preliminary findings from our freshmen registration event in the summer of 2016, during which the Scheduling Assistant was used for the first time, suggest the Assistant may be contributing to the desired outc There was a rise in the average number of registered credits by participating freshmen to 15.43 from 15.07 th

previous year.

2b. The Registrar's Office does not have a formal assessment procedure to gauge "seamlessness," but the staf deal day-to-day with transcripts, and address problems as soon as they arise, report that, generally, there was smooth transition on the Go Live date. The biggest issues being current students not following the new path (drop/down box) in PAWS, recipients' timeframe for downloading etranscripts was mistakenly set to 7 days ins 14, and transcripts sitting in processing mode. Currently, the major issue is that the in-network email that Par uses by default for some organizations and schools does not send the transcripts to the correct recipient, e.g. transcripts are sent to the Registrar's Office rather than the college within the university that needs the transcr

After six months, etranscripts account for over a third (35%) of requests. Desired Outcome

After six months, the Frostburg State University has netted $2050 on 3071 orders for transc While there were no direct upfront costs to deploy Parchment, the University is charged $3 p request. This cost plus a small additional fee is charged to former students for all transcript requests and current students for etranscript orders. These fees offset the $3 charge for the current students' free mailed transcripts. The billing structure will be assessed after one yea

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

1. The long-term resource implications will be determined by the outcome of the self-assess To date, a three-person team from the Registrar's Office has evaluated 1435 questionnaire it combined into eight broad categories, and met with the Registrar several times to review. Th whole office will be involved with creating and evaluating the action steps. Next year will foc completing the action steps. There will be minimum resource expense, mostly personnel tim complete the tasks.

2a. The Scheduling Assistant was purchased from the Student Tech Fee fund. Three Universi officials were primarily responsible for the implementation project and continue to play a rol maintaining the software and making minor modifications. One of the University officials als conducts periodic Scheduling Assistant training for advisors. The focus of the coming year w on to expand the use of the software and assess the impact on student progress.

2b. A four-person team, two from the Registrar's Office and two from IT, worked to configur PAWS with Parchment. The full-time position, that had as its major responsibility to manage transcript orders and mailings, was transferred to another office. The position was replaced part-time employee. The service requires constant tweaking to be responsive to student and receiver requests. Attention will also be given to new products offered by Parchment, e.g. electronic diplomas and extended transcripts.

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

Registrar's Office discusses results and metrics at our staff meetings.

Evidence, artifacts, and or back up documentation

Actions - AACRAO Self-Assessment 3.30.17

2016 Student Support Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular servic the program. The staff chose to intensify the services they were providing to transfer studen offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of trans credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Fina Aid.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue meet transfer students individually and use the checklist they developed to make sure trans students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's

usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid
warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior
at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings \
receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show
improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis
missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori services at least 5 times during the semester. Measure change in grade from midterm warni final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

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

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assesse through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

the results?
Results will be considered when doing strategic planning and implementation for the next ye
This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-cou reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of insti effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to add its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this

priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;
- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;
- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;
- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;
- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activitie within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centere

assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodc researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo

which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are

contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di

and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by

pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil

Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to co sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library’s Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national

reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mary Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized fo distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

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In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

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- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

  - Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
  - Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
  - Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
  - Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
  - Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

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G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

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- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futu conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

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G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat

plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was rel to personnel. All staff members, including the Library Director, were assigned to work in tea average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results Library increased its ongoing subscription costs approximately $3000 by converting print jou to online, and initiated a new service, Kanopy to provide students and faculty access to strea video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate tho the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Libra operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

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

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences
Responsible Roles:

Related Items

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

Start: 7/1/2017
End: 6/30/2018

Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Encourage and support faculty implementation of applied, experiential, and interdisciplinary learning activities.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.c.: Enhance classroom instructional environment to support improved student learning.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.d.: Encourage and support faculty research, creative activities, and other professional development activities involving students.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation

No items to display.

Data from Baseline

Responsible Roles:

2: Provide a learning environment to facilitate and support students' academic and pers growth and success.
Start: 7/1/2016
End: 6/30/2020
Progress:
Providing Department: Academic Affairs
Responsible Roles:

Related Items

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and

application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions
  4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

  Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs o changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

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

The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

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

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.

See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize s distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an

Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr

the number of students who use tutoring services each semester, compared with previo year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tuto

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutorin are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track anc storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, go setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen attending session were given probation materials, and survey instrument. Two students wer identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended ar presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR. least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learnir specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START

participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provos Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

ASN Targeted IInterventions

ORIE Course Evaluaiton 2168 - Results

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate

enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra

the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting documen survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe
Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi
but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm
issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this
improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and
program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to
the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra
improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for
approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato
and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings w
receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show
improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis
missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring ser
during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori
services at least 5 times during the semester. Measure change in grade from midterm warni
final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl

withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all t to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessec through projects and money spent in the Tech Funding and the Division of Administration ar Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res

Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fee were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-cou reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep

to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatalo and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost p article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;
- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodo researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal I Map images; worked closely with the administrators overseeing the College of Education's Ed program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS

historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote

foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Li Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to c sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libra

liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for grou work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary

summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

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To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric

in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

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- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

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- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair f CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futur conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

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Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee

with specific faculty groups. In September 2016, the Library Director was invited to attend tl first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed

attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was rel to personnel. All staff members, including the Library Director, were assigned to work in tea average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results

Library increased its ongoing subscription costs approximately $3000 by converting print jou to online, and initiated a new service, Kanopy to provide students and faculty access to strea video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate tho the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Libra operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailed

the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

2.: Serve as a collaborative partner in cultural engagement, economic development collaboration, and K-12 outreach to the local community, region, and state. (Aligns with University Goal 3: Expanding regional outreach and engagement.)

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences
Responsible Roles:

Related Items

2.a.: Support and continue educational outreach programs to the public through the Multimedia Learning Center, Center for Literary Arts, the FSU Museum of Natural History, and other means.

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

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

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation

No items to display.

Data from Baseline

Responsible Roles:

2.c.: Partner with local, regional, and state businesses to enhance economic development.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3: Prepare our students to become critical thinkers, lifelong learners, and technologicall competent global citizens.
Start: 7/1/2016
End: 6/30/2020
Progress:
Providing Department: Academic Affairs
Responsible Roles:

Related Items

3.1: Student learning preparation.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and applic of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation

No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra

while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students' academ

personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant proc due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research
- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and

Institutional Research
- Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the fo 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan

Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re
in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re
were assessed based on data. For instance, we can track that ticket sales went up to some c
and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W
not have a way to track whether or not this brought in "new" audience members, but we bel
that the new software program has encouraged (rather than discouraged) audience member
attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar
meetings.

What were the results?

**How have the results impacted operations (if at all) including 1) What is the focus
the upcoming year's plan; and 2) Were resources allocated or redistributed based
the results?**
Resources have not been allocated or redistributed based on the results. The focus of FY18 h
not yet been determined, as departments were asked to hold off until the new FSU strategic
is in place. Even so, the department will continue to pursue some actions from FY17, such as
developing audience building strategies and recruitment efforts, as these are ongoing and ne
yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with
members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016

an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe
Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi
but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm
issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this
improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and
program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to
the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra
improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for
approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato
and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings w
receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show
improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis
missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring ser
during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori
services at least 5 times during the semester. Measure change in grade from midterm warni
final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl

withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all t to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessec through projects and money spent in the Tech Funding and the Division of Administration ai Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help v curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res

Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fee were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-cou reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

3.: Develop new programs to respond to emerging needs and to workforce shortage areas. (Aligns with University Goal 4: University resources and ensuring academic programs meet student and workforce expectations.)
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences
Responsible Roles:

Related Items

3.a.: Continue planning for Nurse Practitioner Programs.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Continue planning for Physician Assistant Program.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Plan for Collaborative Engineering Program with Allegany College of Maryland.
Start: 7/1/2017

End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Review other new programs that address workforce shortage needs.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.e.: Review current programs to improve and streamline curricula.
Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4: Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.
Start: 7/1/2016
End: 6/30/2020
Progress:
Providing Department: Academic Affairs
Responsible Roles:

Related Items

4.1: Assessment
Start: 7/1/2016

End: 6/30/2017
Progress:

Action Priority

- Develop new programs and modify existing programs in alignment with institutional goals response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improveme throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
    - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
    - Unit: Associate Vice President of Enrollment Management

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
    - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
    - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
    - Unit: Provost, Dean, Library Director

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
    - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions

    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

- Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs o changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.

- Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

  2. Provide a learning environment to facilitate and support students' academ personal growth and success.

  Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions
    - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
    - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
    - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the f 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
    - Program Review Guidelines
    - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curr
    - EMC Plan 2016-2017
    - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
    - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
    - EHSC Building

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lea creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and S to created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. Th project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction b on survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Tr provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 5 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects whic delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report
Start: 7/1/2016

End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Rete Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting documen survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

College of Liberal Arts and Sciences

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.

1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assesse through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven

searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-co reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

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

Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation

No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library

assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness?
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

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

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodo researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri

to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Adminis and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv

and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou

Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displa that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to co sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac

the departments were invited to attend and venues outside of the Ort Library were chosen. I from the two lunches summarized by Randy are included in the evidence attached to this rep Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usage the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to the manual by department supervisors or the Library Director. Throughout FY 2017, the collectio development policies for Special Collections and the Rare Book Room were rewritten by Mary

Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectio 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peri in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided tra on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a preser on the Library's newly revised webpages for ILLiad, the users' interface for requesting ite through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orienta and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Li Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towsor University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syster Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented b several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futur conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen

Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loca historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when han the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou

Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

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reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu

its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was rel to personnel. All staff members, including the Library Director, were assigned to work in tea average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi the equivalent of one day per week dedicated to working in the Stacks collection instead of c regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results Library increased its ongoing subscription costs approximately $3000 by converting print jou to online, and initiated a new service, Kanopy to provide students and faculty access to strea video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library’s facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate tho the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Libra operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

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G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prio other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditu carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

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

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing
Providing Department: College of Liberal Arts and Sciences
Responsible Roles:

Related Items

4.a.: Encourage and support faculty professional development opportunities especially those that are aligned with college strategic priorities.

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.b.: Provide mentoring for new full-time faculty.

Start: 7/1/2017
End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.c.: Provide faculty development activities using on-campus resources.

Start: 7/1/2017

End: 6/30/2018
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Frostburg Strategic Goal # 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.
Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

1.1: Onboarding/Orientation
Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Build upon the current mentoring program to make it more relevant to participants; mentors mentees. Establish guidelines, orientation, and schedule of meetings to build structure into t program.

- *Rather than a stand-alone initiative, this program is being launched as part of our People onboarding procedures.*
- *It will be ready for launch at the start of the fall semester, as new hires begin their FSU c*
- *This goal is 80% complete.*

Providing Department: Human Resources

Documentation
No items to display.

Data from Baseline

Responsible Roles: Vice President, Human Resources (Snyder, Katherine)

2016 Office of Human Resources Annual Report
Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Employee Retention - Employee Development & Leadership Series

Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. The Office of Human Resources (OHR) seeks to retain value employees by creating an environment which rewards innovation and risk taking, prom flexibility and embraces technology, and encourages professional growth and developm To achieve this goal, OHR created the Employee Development and Leadership Series (E which addresses the need to recognize and grow high potential employees.

Retention - Complete Review of Position Information Forms (PIF's)
To guarantee an accurate accounting of essential job function per individual positon, Hu Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish thi was to conduct a complete review of PIFs and establish an improved, more efficient sys for update, review and storage.

Federal Mandate – Fair Labor Standards Act
The Office of Human Resources (OHR) is committed to assuring compliance with federa state laws, mandates, policies and procedures. Assessment of OHR actions in 2016 to implement the Fair Labor Standards Act on campus resulted in a more effective metho job classification on campus and a new strategic goal to bring additional efficiency to st across administrative departments at the University.

Efficiency and Effectiveness - HR Partners
Human Resources (HR) established the goal of ensuring better communication and mor consistent and efficient processing of HR administrative requirements related to best practices in the area of compliance.

Specify your Division/Department Actions Priorities/Plans.
Employee Retention - Employee Development & Leadership Series
In 2013/14 the OHR with support from the College of Business and a talented group of faculty and staff volunteers, launched the Employee Development & Leadership Series (EDLS). Dedicated to leadership, professional growth, retention, and succession plannir EDLS addresses the need to recognize and grow high potential employees. Assessmen the 2014 and 2015 cohorts, led to the 2016 action priority of expanding the series' curriculum and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF's)
Conduct a complete review of PIFs and establish an improved, more efficient system fo update, review and storage. Determine what is current; what needs updated, and how completed PIFs will be stored for easy access. Establish a schedule for updating, means which the task is communicated to employees, and a method for compliance tracking.

Federal Mandate – Fair Labor Standards Act
To achieve this goal, the Office of Human Resources developed strategies and procedur ensure that Frostburg State University (FSU) has identified and implemented all necess and appropriate classification and compensation changes to ensure compliance with ch to the Fair Labor Standards Act, which was schedule to become effective on December 2016.

Efficiency and Effectiveness - HR Partners
To work toward this goal, a HR Partner program was established by the division. In implementing this action priority, it became clear to HR that more training and communication between OHR and campus departments were needed. Based on this assessment, the Office of Human Resources will conduct additional trainings on compli issues, proper and timely submission of employee contracts, and effective administratic

FSU/USM policies and procedures.

What are the Measures/Metrics used to assess effectiveness?
Employee Retention - Employee Development & Leadership Series
After a very successful inaugural period over two academic years (2014/2015), based u assessment of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching the EDLS by revising the curriculum, soliciting new presenters, expar the panels of experts, and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF's)
To guarantee an accurate accounting of essential job function per individual position, Hu Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this was to conduct a complete review of PIFs and establish an improved, more efficient sys for update, review and storage.

Federal Mandate – Fair Labor Standards Act
OHR used the following benchmarks to assess progress toward the December 1, 2016 g and to ensure FSU compliance by the federal deadline:Work with the University System Maryland (USM), establish policies, procedures, and benchmarks to ensure compliance December 1, 2016.

- Determine affected positions and provide alternative solutions and associated costs.
- After internal review and approval by campus leadership, finalize approach.
- Establish campus communication strategy.
- Design and distribute communications as necessary and appropriate.
- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

Efficiency and Effectiveness - HR Partners
OHR addressed this goal with the overarching action priority of formalizing relationships campus administrative assistants by creating a group of "HR Partners". Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the first "project."

- Develop communication materials to be sent to potential "HR Partners."
- Establish date and develop materials for kick-off and orientation.
- Create regular meeting schedule and feedback mechanism.
- Provide administrative and professional support to partners as necessary and appro
- Working with HR Partners, ensure that administrative benchmarks and timelines are adhered to and tasks are completed correctly on an effective and efficient manner.

The process of assessment per Action Plan: How were the results assessed?
Employee Retention - Employee Development & Leadership Series
The EDLS steering committee used the summer of 2016 to implement this action priori established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations.

- Incorporate mentoring component.
    - Select mentors.
    - Pair mentors with EDLS cohort members.
    - Develop mentor curriculum and deliver training sessions.
    - Ensure regular meetings between mentors and mentees occur and are document
    - Outreach to participants throughout the year regarding the mentor/mentee relationship.

- Prepare survey instrument and survey participants and their supervisors regarding t value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIF's)
Due to the FLSA compliance deadline and the critical role current PIFs played in meetin date, this action priority was on a fast track. The following benchmarks were used to determine the status of the project which began in July 2016 and was slated for comple by August 31, 2016.

- Determine scope of project and approach
- Communicate the need to campus.
- Contact affected employees and supervisors.
- Monitor compliance.

Federal Mandate – Fair Labor Standards Act
Successful implementation of this action priority required several large initiatives includ but not limited to: Analysis of the total workforce to determine which employees would likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

Efficiency and Effectiveness - HR Partners
The success of the HR Partners Program will be measured in terms of decrease of rewo timeliness in meeting administrative requirements and through the use of a survey to b completed at a later date.

What were the results?
Employee Retention - Employee Development & Leadership Series
The EDLS steering committee used the summer of 2016 to implement this action priori established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations.Incorporate mentoring component.
    - Select mentors.
    - Pair mentors with EDLS cohort members.
    - Develop mentor curriculum and deliver training sessions.
    - Ensure regular meetings between mentors and mentees occur and are document
    - Outreach to participants throughout the year regarding the mentor/mentee relationships.

Retention - Complete Review of Position Information Forms (PIF's)
Analysis of PIFs on file highlighted a lack of compliance on the part of employees and supervisors and inadequate tracking on the part of former OHR staff.

Federal Mandate – Fair Labor Standards Act
In the course of this work, it was determined that OHR needed a more effective metho ensuring that job descriptions are current at all times, updated appropriately, and easil accessible.

Efficiency and Effectiveness - HR Partners
Upon meeting with our HR Partners, it quickly became clear that more training and communication between OHR and campus departments – particularly academic departr – was necessary. This communication needs to be two-way; OHR can learn a lot about best ways to approach campus departments to secure buy-in of new practices and procedures by listening to the administrative assistant.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Employee Retention - Employee Development & Leadership Series
Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIF's)
Accurate and current job descriptions (PIFs) are the essential component in the classifi and compensation of employees. In order to not only attract the best talent available f positions, but to retain them, we must be clear in our expectations, give credit for abov standard work products and professional advancement, and pay a salary commensurat the expectations of the job. All this information is captured in the PIF.

Federal Mandate – Fair Labor Standards Act
Action taken in federal court on November 22, 2016 stayed implementation of this acti Nonetheless, the action priority was achieved. Actions and analyses undertaken to ens compliance place FSU in an excellent position to comply with future FLSA changes whe occur. Positions have been analyzed, financial analyses to be used for regular review ha been established, and a good communication strategy is in place. In addition, all positi have current job descriptions and a schedule and protocol has been established to ens these descriptions are updated on a regular basis and/or when a significant change in personnel or essential functions occurs.

Efficiency and Effectiveness - HR Partners
The Office of Human Resources will conduct additional training on compliance issues, p and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. A survey to gather feedback on the HR Partner Program will be administered later in 2017.

How was this plan and results conveyed to your Division/Department?
Employee Retention - Employee Development & Leadership Series After a very

successful inaugural period over two academic years (2014/2015), based upon assessn of survey results from participants and supervisors as well as increased applications for inclusion in the cohort, OHR adopted in fall 2016 the action priority of further enriching EDLS by revising the curriculum, soliciting new presenters, expanding the panels of exp and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF's)
The Office of Human Resources now has current and more efficient protocols for the PII process, including regularly scheduled updates, training on proper preparation and wha constitutes a "significant change" in job duties and responsibilities, electronic filing, anc monitoring and notification system to track individual and departmental compliance.

Fair Labor Standards Act
Assessment of the job descriptions has led to the 2017 strategic planning goal of exam staff workload for purposes of adequate staffing across administrative departments; ali human resources with strategic initiatives.

Efficiency and Effectiveness - HR Partners
The Office of Human Resources will conduct additional trainings on compliance issues, p and timely submission of employee contracts, and effective administration of FSU/USM policies and procedures. Success will be measured in terms of decrease of rework and timeliness in meeting administrative requirements. A survey to gather feedback on the Partner Program will be administered later in 2017.

Evidence, artifacts, and or back up documentation

- Project Status Log 0116
- Project Status Log 0216
- Project Status Log 0316
- Project Status Log 052416
- Project Status Log 062916
- Project Status Log 082516
- Project Status Log 100516
- Project Status Log 113016

1.1: Recruitment, retention, and graduation action priorities.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.

- Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support student succ and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.

  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment ar Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

- Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the fo 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize su distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t
100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Student Support Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by t Department of Education that could be used for improving or intensifying a particular s of the program. The staff chose to intensify the services they were providing to transfe students by offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of transfer credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer stuc and completed a checklist of information transfer students should have: GEP Program, Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Financial Aid.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will con to meet transfer students individually and use the checklist they developed to make su transfer students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs

Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.

- Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates

encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a
and the results are articulated within the unit/department's annual report. Supporting
documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o
quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant proc due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
    - Unit: Provost, Deans, and Center for Teaching Excellence
    - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
    - Unit: Provost, Dean, Library Director
    - Results: Due to interim positions no significant progress.

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
    - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions
    - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
    - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
    - Results: See MSCHE Monitoring Report

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

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

Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize su distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointl larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previc year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tut

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutorin are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

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

Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

4.1: Campus Climate Survey

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Conduct a "campus climate" survey at least once every three years at institutional, college, department levels to gauge employee morale and satisfaction in respect to various facets of relationship with FSU, and as issues become apparent after an assessment of the data, deve and implement strategies to address issues.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Promote campus culture that retains value, rewards innovation, professional gro and ensures effective leadership and decision making.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Research a campus climate survey that specifically addresses employee morale, satisfaction and their relationship with FSU, produces valid measures, and provides d that can be used to identify issues of strengths and concerns.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Research a campus climate survey that specifically addresses employee morale, satisfaction and their relation with FSU, produces valid measures, and provides data that can be used to identify issues of strengths and con

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

4.2: Promote an Environment in which Faculty and Staff Feel Valued and Appreciated

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Promote through special events programming an environment in which faculty and staff feel valued and appreciated, featuring a number of high-visibility employee recognition events pe year at the institutional, college, and department levels. (charting growth over years)

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.2: Promote through special events programming an environment designed to enhan faculty and staff engagement, featuring a number of high-visibility employee recognit events per year at the institutional, college, and department levels.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Promote through special events programming an environment designed to enhance faculty and staff engageme featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.2: Promote through special events programming an environment in which faculty a staff feel valued and appreciated, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.3: Emphasize the Need for Diversity in all Searches

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and with similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize inform to develop and enhance retention strategies.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.3: Emphasize the need for diversity in all searches. Continue to seek greater consist with minority recruitment experience at institutions in similar geographic regions and similar demographic populations. Conduct qualitative analysis of reasons for

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.3: Promote through programming and training the policies and procedures specific student well-being (e.g. Title IX, security/safety threats, weather emergencies, bysta intervention, and various institutional, state, and federal policies).

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Promote through programming and training the policies and procedures specific to student well-being (e.g. Titl security/safety threats, weather emergencies, bystander intervention, and various institutional, state, and fede policies).

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.4: Enhance faculty and staff development opportunities.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.4: Increase faculty and staff development opportunities across the University.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Increase faculty and staff development opportunities across the University.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.1: Onboarding/Orientation
Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Build upon the current mentoring program to make it more relevant to participants; me
and mentees. Establish guidelines, orientation, and schedule of meetings to build struct
into the program.

- *Rather than a stand-alone initiative, this program is being launched as part of our PeopleAdmin onboarding procedures.*
- *It will be ready for launch at the start of the fall semester, as new hires begin their r career.*
- *This goal is 80% complete.*

Providing Department: Human Resources

Documentation
No items to display.

Data from Baseline

Responsible Roles: Vice President, Human Resources (Snyder, Katherine)

2016 Office of Human Resources Annual Report
Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Employee Retention - Employee Development & Leadership Series
Professional development is critical to the retention of high caliber professionals in faculty and staff positions. The Office of Human Resources (OHR) seeks to retain valued employees by creating an environment which rewards innovation and risk t promotes flexibility and embraces technology, and encourages professional growth development. To achieve this goal, OHR created the Employee Development and Leadership Series (EDLS), which addresses the need to recognize and grow high potential employees.

Retention - Complete Review of Position Information Forms (PIF's)
To guarantee an accurate accounting of essential job function per individual posito Human Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish this goal was to conduct a complete review of PIFs and establish an improved, more efficient system for update, review and storage.

Federal Mandate – Fair Labor Standards Act
The Office of Human Resources (OHR) is committed to assuring compliance with fe and state laws, mandates, policies and procedures. Assessment of OHR actions in to implement the Fair Labor Standards Act on campus resulted in a more effective method of job classification on campus and a new strategic goal to bring additiona efficiency to staffing across administrative departments at the University.

Efficiency and Effectiveness - HR Partners
Human Resources (HR) established the goal of ensuring better communication and more consistent and efficient processing of HR administrative requirements relatec best practices in the area of compliance.

Specify your Division/Department Actions Priorities/Plans.
Employee Retention - Employee Development & Leadership Series
In 2013/14 the OHR with support from the College of Business and a talented grou faculty and staff volunteers, launched the Employee Development & Leadership Se (EDLS). Dedicated to leadership, professional growth, retention, and succession planning, EDLS addresses the need to recognize and grow high potential employee Assessment of the 2014 and 2015 cohorts, led to the 2016 action priority of expa the series' curriculum and adding a mentoring component.

Retention - Complete Review of Position Information Forms (PIF's)
Conduct a complete review of PIFs and establish an improved, more efficient syste update, review and storage. Determine what is current; what needs updated, and completed PIFs will be stored for easy access. Establish a schedule for updating, n by which the task is communicated to employees, and a method for compliance tracking.

Federal Mandate – Fair Labor Standards Act
To achieve this goal, the Office of Human Resources developed strategies and procedures to ensure that Frostburg State University (FSU) has identified and implemented all necessary and appropriate classification and compensation chang ensure compliance with changes to the Fair Labor Standards Act, which was sched become effective on December 1, 2016.

Efficiency and Effectiveness - HR Partners
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What are the Measures/Metrics used to assess effectiveness?
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2016 Office of Human Resources Annual Report

Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

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4.4: Staff Development Opportunities

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Enhance faculty and staff development opportunities

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.5: Encourage supervisors to review employee's performance plans, and where poss align current goals with institutional strategic goals

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage supervisors to review employee's performance plans, and where possible, align cu goals with institutional strategic goals

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.5: Incorporate Strategic Action Priorities into Merit Based Goals

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Through TrakStar incorporate University and divisional strategic action priorities into the mer

evaluation goal-setting process for employees.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.5: Through TrakStar explicitly incorporate University and divisional strategic action priorities into the goal-setting process for employees
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.6: Assess the current faculty evaluation system and alignment of the evaluation wit University and divisional strategic action priorities. Report from ad hoc committee on faculty evaluation will be reviewed by faculty governance and forwarded to the prov
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
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Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.6: The Chair of the Faculty Senate will charge an ad hoc committee on faculty evalu to assess the current faculty evaluation system. Topics for discussion to include the alignment of evaluation with University and divisional strategic action priorities.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.7: Continue to monitor USM biennial market studies for exempt, nonexempt, and po salaries, and work to address any institutional equity and compression issues which h developed as a result of USM pay freezes versus market wages for new hires.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.7: Implement IPR's spring 2014 recommendations on the salaries for TT, FTNTT, an adjunct faculty.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Implement IPR's spring 2014 recommendations on the salaries for TT, FTNTT, and adjunct faculty.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.8: Devise an implementation strategy to address institutional equity, top performer retention issues and below market staff salaries resulting from USM/State pay freeze
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Devise an implementation strategy to address institutional equity, top performers, retention issues and below r staff salaries resulting from USM/State pay freezes.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Office of Human Resources Annual Report
Start: 1/1/2016
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Efficiency and Effectiveness - HR Partners
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How was this plan and results conveyed to your Division/Department?
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Retention - Complete Review of Position Information Forms (PIF's)
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Evidence, artifacts, and or back up documentation

- Project Status Log 0116
- Project Status Log 0216
- Project Status Log 0316
- Project Status Log 052416
- Project Status Log 062916
- Project Status Log 082516
- Project Status Log 100516
- Project Status Log 113016

4.8: The Institutional Priorities and Research Committee of the Faculty Senate will co a study of and make recommendations on the salaries for faculty. Topics shall include adjunct pay, new faculty pay, salary compression, pay equity, etc.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.9: Emphasize the need for diversity in all searches. Continue to seek greater consist with minority recruitment experience at institutions in similar geographic regions anc similar demographic populations. Conduct qualitative analysis of reasons for

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and with similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize inform to develop and enhance retention strategies.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Creating a Framework for Succession Planning

Start: 9/1/2013
End: 8/31/2014

Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: Hire the Best

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

Storyboard

Data from Baseline

Responsible Roles:

2016 Office of Human Resources Annual Report

Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Employee Retention - Employee Development & Leadership Series

Professional development is critical to the retention of high caliber professionals in both faculty and staff positions. The Office of Human Resources (OHR) seeks to retain value employees by creating an environment which rewards innovation and risk taking, prom flexibility and embraces technology, and encourages professional growth and developm To achieve this goal, OHR created the Employee Development and Leadership Series (E which addresses the need to recognize and grow high potential employees.

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To guarantee an accurate accounting of essential job function per individual positon, Hu Resources (HR) determined that a better means of upgrading and tracking Position Information Forms (PIFs) was needed. The action priority established to accomplish thi was to conduct a complete review of PIFs and establish an improved, more efficient sys for update, review and storage.

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job classification on campus and a new strategic goal to bring additional efficiency to st across administrative departments at the University.

Efficiency and Effectiveness - HR Partners
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Federal Mandate – Fair Labor Standards Act
To achieve this goal, the Office of Human Resources developed strategies and procedur ensure that Frostburg State University (FSU) has identified and implemented all necess and appropriate classification and compensation changes to ensure compliance with cha to the Fair Labor Standards Act, which was schedule to become effective on December 2016.

Efficiency and Effectiveness - HR Partners
To work toward this goal, a HR Partner program was established by the division. In implementing this action priority, it became clear to HR that more training and communication between OHR and campus departments were needed. Based on this assessment, the Office of Human Resources will conduct additional trainings on complia issues, proper and timely submission of employee contracts, and effective administratic FSU/USM policies and procedures.

What are the Measures/Metrics used to assess effectiveness?
Employee Retention - Employee Development & Leadership Series
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Federal Mandate – Fair Labor Standards Act

OHR used the following benchmarks to assess progress toward the December 1, 2016 g and to ensure FSU compliance by the federal deadline:Work with the University System Maryland (USM), establish policies, procedures, and benchmarks to ensure compliance December 1, 2016.

- Determine affected positions and provide alternative solutions and associated costs.
- After internal review and approval by campus leadership, finalize approach.
- Establish campus communication strategy.
- Design and distribute communications as necessary and appropriate.
- Be prepared for December 1, 2016 implementation no later than October 31, 2016.

Efficiency and Effectiveness - HR Partners

OHR addressed this goal with the overarching action priority of formalizing relationship campus administrative assistants by creating a group of "HR Partners". Began implementation in mid-July 2016. Electronic signatures per DocuSign will be the first "project."

- Develop communication materials to be sent to potential "HR Partners."
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- Create regular meeting schedule and feedback mechanism.
- Provide administrative and professional support to partners as necessary and appro
- Working with HR Partners, ensure that administrative benchmarks and timelines are adhered to and tasks are completed correctly on an effective and efficient manner.

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

Employee Retention - Employee Development & Leadership Series

The EDLS steering committee used the summer of 2016 to implement this action priori established the following benchmarks:

- Obtain new presenters. (Volunteers)
- Expand core curriculum.
- Update panels and enhance panel presentations.
- Incorporate mentoring component.
    - Select mentors.
    - Pair mentors with EDLS cohort members.
    - Develop mentor curriculum and deliver training sessions.
    - Ensure regular meetings between mentors and mentees occur and are document
    - Outreach to participants throughout the year regarding the mentor/mentee relationship.
- Prepare survey instrument and survey participants and their supervisors regarding t value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIF's)

Due to the FLSA compliance deadline and the critical role current PIFs played in meetin date, this action priority was on a fast track. The following benchmarks were used to determine the status of the project which began in July 2016 and was slated for comple by August 31, 2016.

- Determine scope of project and approach

- Communicate the need to campus.
- Contact affected employees and supervisors.
- Monitor compliance.

Federal Mandate – Fair Labor Standards Act
Successful implementation of this action priority required several large initiatives includ but not limited to: Analysis of the total workforce to determine which employees would likely be affected by the change; preparation of updated job descriptions; analysis of essential duties per FLSA guidelines; and financial analysis based upon necessary classification changes.

Efficiency and Effectiveness - HR Partners
The success of the HR Partners Program will be measured in terms of decrease of rewo timeliness in meeting administrative requirements and through the use of a survey to b completed at a later date.

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In the course of this work, it was determined that OHR needed a more effective metho ensuring that job descriptions are current at all times, updated appropriately, and easil accessible.

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

Employee Retention - Employee Development & Leadership Series

Prepare survey instrument and survey participants and their supervisors regarding the value of employee participation in EDLS.

Retention - Complete Review of Position Information Forms (PIF's)

Accurate and current job descriptions (PIFs) are the essential component in the classifi and compensation of employees. In order to not only attract the best talent available fo positions, but to retain them, we must be clear in our expectations, give credit for abov standard work products and professional advancement, and pay a salary commensurat the expectations of the job. All this information is captured in the PIF.

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- Project Status Log 0216
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- Project Status Log 062916
- Project Status Log 082516
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- Project Status Log 113016

Advance: Recruitment and Retention

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Human Resources

Documentation

- Storyboard

Data from Baseline

Responsible Roles:

2016 Office of Human Resources Annual Report

Start: 1/1/2016
End: 12/31/2017
Progress: [You do not have access to view this field.]
Providing Department: Human Resources
Responsible Roles: [You do not have access to view this field.]

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- Project Status Log 0216
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2016 Admissions Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Admissions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enhanced recruitment efforts in targeted Maryland counties and the Regional Tuition area (freshman and transfer recruitment).

Strategies were developed to enhance recruitment efforts in targeted Maryland counties and Regional Tuition Area (particularly Northern Virginia). This included additional high school vi guidance counselor emails, admitted student receptions, consistent email messaging to inqu and admitted students, and a phone-calling program with an outside vendor and with studer and staff.

2. Provide enhanced visit opportunities for students including the new Admitted Student Orientation programs hosted by the three colleges.

Our Interim Provost and Deans proposed the idea of having an Admitted Student Orientatior which would be held in the spring and would connect admitted students to faculty and acade departments. Unfortunately, they were not able to put this event together. Instead they wo with the Office of Admissions to reconfigure one of the spring Admissions Open House progr to include a Student Showcase. This Showcase included individual locations for each college have current students and faculty demonstrate projects and research with which they are involved.

Efforts were also made to enhance the daily office visits and other campus visit options.

3. Special recruitment strategies for counties in Maryland where we struggled in 2016. This include Frederick County, Montgomery County, and Prince Georges County.

Strategies were developed this year to try to combat our downturn in numbers of students f these three counties. Admitted student receptions were held in each of these counties in Ma In addition, we did onsite admissions review at selected high schools in Montgomery County hosted several groups from these areas for campus visits.

4. Special yield efforts to correct significant drop in yield in 2016.

The emphasis in this effort was increased communication. Strategies were developed to inc and improve our communication at all areas of the admissions funnel. This included increas communication with inquiries, applicants, and admitted students. The channels of communi were recruitment travel, campus visits, campus events, emails, phone calls, admitted studer receptions, and coordination with other campus recruiters (i.e. athletics and performing arts

5. Work with faculty and staff to develop opportunities for them to assist us in the recruitme process.

Several academic departments have worked closely with the Office of Admissions this year t coordinate recruitment efforts. All interested faculty were provided with contact information admitted students. In addition, we worked closely with the faculty to integrate the Student Showcase program into the Admissions Open House. Continued efforts were also made to improve faculty integration into our regular campus visit program.

6. Develop more opportunities to utilize technology in the recruitment process. This will incl the development of a new online application through College Net, a new CRM through Target and the utilization of enrollment data through Helio Campus.

Tremendous efforts were put forth this year to integrate all of the new technology into the University's recruitment efforts. In terms of the new application, new CRM, and new data dashboards, we were in the training and implementation process with all of these during this

recruitment cycle. We anticipate that these efforts will positively impact our recruitment eff the coming year.

Specify your Division/Department Actions Priorities/Plans.

- Increased number of high school visits and other recruitment opportunities in our targete areas. Increased email communication to students and guidance counselors.
- Offer more weekly and weekend visits. These include open houses, admitted student programs, weekly visits, and special group programs (i.e. athletic teams & academic programs).
- Offering admitted student programs in Frederick, Montgomery, and Prince Georges Count
- Make significant changes to our communication to admitted students to increase yield. T will involve admissions staff, financial aid staff, faculty & staff, athletic coaches, and other Timing of communication will be emphasized. In addition, make significant changes to ou merit scholarship grid and include award amount in the admission letter.
- Work with individual academic departments to develop communication flow to admits and inquiries. Continue to work with Student Affairs to involve their staff and current student the recruitment process.
- Continue to work on the implementation of these new technology initiatives.

What are the Measures/Metrics used to assess effectiveness?

* Number of high school visits in targeted areas. Number of email communications sent.

* Number of visit opportunities provided during the recruitment year.

* Number of admitted student receptions in each county.

* The method, number, and timing of contacts to admitted students. Review of merit schola awarding, communication, and scholarship amounts.

* Number of academic departments actively involved in recruitment efforts. Number of recruitment activities involving Student Affairs personnel.

* Progress update on new technology initiatives.

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

The Associate Provost for Enrollment Management and the Director of Admissions work with to assess the data from all of the Action Priorities. Utilization of travel reports, campus visit recruitment program data, communication plan data, and data from our student information system will provide our assessment information.

What were the results?

* Despite our increased recruitment efforts in the targeted counties and Regional Tuition Are current freshman enrollment from these areas has not increased. We are slightly behind in targeted counties and even with last year in the Regional Tuition Area. The focus of our Reg Tuition Area recruitment was Northern Virginia. We did increase our number of high school and college fairs in Northern Virginia. We are up slightly in the number of freshman deposit that area.

It is also important to note that extra efforts were put forth this year to increase our recruitr of transfer students. A contractual recruiters was hired for the spring semester and was tas with visiting community colleges throughout Maryland and the Regional Tuition area. Our nu of community college visits increased 28% this year (over fall 2016). Unfortunately, our cur numbers show that we are 9% down in the number of admitted and deposited transfer stud

In term of email communication, after previously working with an outside vendor, this year were able to have our University Advancement Office (using Spectate marketing tool) send the emails. Overall, this year we managed three different email campaigns: 2017 inquiries, admits, and 2018 inquiries. These email campaigns ran from October 2016 to June 2017. T of 128,191 emails were sent. The open rate for the emails was 23%.

* As previously noted, the Admitted Student Orientation, proposed by the Interim Provost a academic deans was not held this year. They instead added a student showcase to one of o spring open house programs. We did provide several enhancements to our daily visit progra and worked with our athletic coaches to provide admissions presentations at their weekend visits. We also had seven admissions open house programs on selected Saturdays.

* We met our goal of having an admitted student reception in Frederick, Montgomery and P Georges Counties. We had not done an orientation in Frederick or Prince Georges in the pre years.

* Our yield efforts have helped increase our yield rate (percentage of admitted freshmen pa their admission deposit) for incoming freshmen. As of 7/21/17 our freshman yield rate was 33.9%. That compares to 33.3% at the same time last year.

* Several academic departments including Education, English, Foreign Languages, Music, Recreation, and Theatre worked with Admissions to enhance their recruitment efforts. All departments continued to be represented at admissions open house programs and worked h provide student showcase experiences at one of our open house programs.

In the Student Affairs area, the students in ECHOSTARS made phone calls to our admitted students to talk about student life opportunities on campus.

* After a year of training and preparation, the Office of Admissions is just about ready to go

with our new CRM (customer relationship management) from Target X and our new online application from College Net. These new additions will greatly enhance our communication v prospective students and provide a more user-friendly application experience.

Also, our work with HelioCampus will help provide us with a significant amount of data that v help drive our recruitment efforts. These dashboards can show everything from trend data t providing percentage scores on which students are most likely to enroll here.

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

Since we have not seen the positive enrollment growth from our recent initiatives, we are reassessing our plans for the coming year. With the state of Maryland still in the midst of a decline in the number of high school graduates, we will continue to look for other recruitmer markets in the Regional Tuition Area. However, we must continue to look for ways to increas yield rate for admitted students from Maryland.

We are also looking at increasing our marketing efforts to increase our name awareness and communicate the advantages of a Frostburg State University education. This obviously will financial commitment to pay for these advertising/marketing efforts.

We will be adding additional contractual recruiters (recent graduates) to enhance our fall recruitment team. These recruiters will work from August through November and will help u to more schools and college fairs.

Our new technology initiatives all required significant resources. Also, hosting additional adı student receptions at various locations requires additional resources.

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

Planning efforts in admissions were developed and vetted through the Enrollment Managem Committee, the Enrollment Advisory Council, the Provost and the Provost's Advisory Council Results of these initiatives continue to be communicated to all listed above.

Evidence, artifacts, and or back up documentation

- 2017 Enrollment Plan
- Enrollment Management Strategic Plan

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and s as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph
race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g
shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location o
off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional inter
and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and
M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g
Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett
College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show
sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12
are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie
participate in departmental planning and departmentally sponsored professional developmer
events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper
Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

**How have the results impacted operations (if at all) including 1) What is the focus
the upcoming year's plan; and 2) Were resources allocated or redistributed based
the results?**
The Department of Visual Arts will be reviewing and updating its vision and action priorities
light of the forthcoming Mission Statement and plan for the university-at-large. We have cre
committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary
for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment:

#3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track anc storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavc the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialt is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations ir ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mor presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
    - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the changes the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asses for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com

the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, a Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outc not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across discip and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which de

some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

Specify your Division/Department Actions Priorities/Plans.

- AP1. Actively monitor and follow-up on Beacon alerts.(Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own spac (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own loc year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professic sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?

- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)

- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

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

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compa change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Be Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Go
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mo number of years of service ###.(Goal 3)

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

- AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additiona resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goa
- AP4. New Cardio Equipment has generated excitement among the campus community. N additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain o better coaches. We will need to be willing to make retention adjustments to salaries wher needed (Goal 3)

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

These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, goa setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen attending session were given probation materials, and survey instrument. Two students wer identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended a presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR. least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learni specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Center for International Education Annual Report

Start: 7/1/2015
End: 6/30/2016
Progress: [You do not have access to view this field.]
Providing Department: Center for International Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Increase new partnerships with international college and universities.
Increase the number of international students at FSU
Increase the number of global programs on campus

Specify your Division/Department Actions Priorities/Plans.

Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergradu graduate programs.
Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg St University.
Increased the number of global programs developed by the university for students, faculty and staff.

What are the Measures/Metrics used to assess effectiveness?

The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreeme created or enhanced during the 2016 evaluation year.
The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.

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

At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and va departments on campus will continue to build these new programs in the coming years.
The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.
The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had atten participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?

A total of three degree programs between the University were established or enhanced. These programs include a joint c B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master's degree program in ap computer science with the Communication University of Chine, Beijing; and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the Unive international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degr programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.
The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of Internatic Government Affairs to maintain our relationships with international partner institutions.
The CIE in cooperation with student clubs and other university offices developed and supported two new cultural progran during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Service a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, an In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

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

Additional staff resources from other departments/units of the University assisted the CIE in providing services to interna students. These units included colleges, Offices of Graduate Services and the Office of Admissions.
A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more studen visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of add office help each week.
Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and t Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and co donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did pr transportation for the Chinese students to the mall.

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

The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discus
The International Education Advisory Council (IEC) was updated each month about the international student statistics (nu students, majors, locations. . .). The director had regular (weekly) meetings with the CIE staff and biweekly meetings wit Interim VP of International and Government Affairs.
Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparatio

these programs. The CIE also met regularly with Graduate Services, the Frostburg Indian and South Asian Student Associa and the Chinese students.

Evidence, artifacts, and or back up documentation

CIE Department Report 2016 for PACIE

2016 DVMT Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: DVMT
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Student Instructor Training Program:
The director and coordinator of instruction for DVMT 100 and DVMT 095 will redesign the stu instructor online summer training program.

2 - Decrease Time to Degree for Math Level 0 Students:

Students who test at Math Level 0 are required to take DVMT 095. To help students prepare college level math before their first fall semester, the DVMT department will offer two sectior SOFI DVMT 095 during Summer 2016.

3 - Decrease Time to Degree for Math Level 1 Students:

Decrease the time it takes for DVMT 100 students to enroll in a college level math course by offering a SOFI DVMT 100 course in Summer 2017.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Online Training for Instructors: Add assignments related to test anxiety, study skills, te taking strategies, strengths, and course content.

2.1 - Offer Two Sections of SOFI DVMT 095: Develop course using My Math Lab

3.1 - Develop Online SOFI DVMT 100 Course: Condense semester course to a 6-week onlin course.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Training is developed and provided, Summer 2016

2.1 - Outcome: Two sections of DVMT 095 are offered for Summer 2016 SOFI students.

3.1 - Outcome: Course is developed and offered for Summer 2017.

80% of students who successfully complete DVMT 100 in Summer 2017 will enroll in a colleg level math course in Fall 2017.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Determine if training was developed and provided.

2.1 - Determine if 2 sections of SOFI DVMT 095 were offered. Compute pass rate.

3.1 - Determine if SOFI DVMT 100 course was developed and offered in Summer 2017. Com the pass rate.

What were the results?
1.1 - Online training for DVMT student instructors was developed and administered Summer

2.1 - Two sections of SOFI DVMT 095 were offered in Summer 2016, with 19 students enroll 18 (95%) passed the course.

3.1 - The Online SOFI DVMT 100 course was developed for a 6-week course and offered for Summer 2017. Fourteen (14) students are enrolled. We will not be able to measure the resu until the course concludes in August 2017.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - The online training has been maintained for the current summer.

2.1 - Original plans called for offering two sections of DVMT 095 this summer. We determine one section would be sufficient, considering the reading and SAT scores of incoming student Students with relatively higher SATs and reading levels (students who are more likely to be successful in an entirely online course) are invited to participate in the SOFI course each sur

3.1 - We will evaluate success and experience of the students taking the online DVMT 100 co this summer and determine if the course can be/should be altered or even continued.

How was this plan and results conveyed to your Division/Department?
All goals and outcomes of the DVMT program are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation

No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019)
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future prograr
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning proc **Enhance student recruitment and retention efforts. (Aligns with University Strat Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and**

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%. **Promote and support activities of educational distinction. (Aligns with Unive Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth c Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. **Recruit and retain diverse and talented faculty and staff. (Aligns with Univer Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal # #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical for ou Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 ar Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 ar #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studer retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to asse each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accredita granted. Will re-evaluate after 12/1/2017.
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown C Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro
    1. Goal Met – Two new grants awarded totaling over $4 million to support the implement

of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

        1. Goal Met- Recruitment in PA was added to the current marketing plan for executior AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

    1. Ongoing.

        1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

        1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

    1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth o Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. Goal Met – The course has been re-designed and the practicum hours are being off to students in a variety of settings and formats to reduce the workload on a workin Students are able to complete 30 hours prior to the start of the course to spread ou hours, online MD responds can be completed (Online Training), and a teaching proj now required to ensure course goals a met. All of these options allow students to s out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle State accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, a #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. The was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until the n catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in plac the coming AY (2017/2018) as many are still in progress and some will become more of a p such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fi resources, and staffing needs (DoN Goal #7) as new programs are added and being planned the next AY. Resources were obtained through two grant proposals that were awarded July 2017 that total over $4 million to support the implementation of the NP program and the pla of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing

- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic

quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing and Admission Pro to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe
Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi
but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm
issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this
improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and
program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to
the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra
improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for
approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato
and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Office of Gender Equity Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

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

What were the results?

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

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

Evidence, artifacts, and or back up documentation

- 2016 Office of Gender Equity Annual Report

2016 Office of Information Technology Annual Report

Start: 1/1/2016

End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology's effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to dete greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar's Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling

options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

Tactic 2:1:2 – Integrate Student Information System (SIS) with Predictive Analytics Reportir (PAR) Framework.

Action Priority 2:2 – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

Action Priority 2:3 - Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

Action Priority 2:4 - Evaluate Customer Relationship Management (CRM) technologies witl enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate (opportunities.

Action Priority 3:1 – Augment the university's Learning Management System with additional tools to better s learning outcomes and the needs of learners.

Tactic 3:1:1 – Implement Voice Thread.

Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

Action Priority 3:2 – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium's (OLC) quality scorecard criteria to verif university compliance and support for online programs.

Action Priority 3:3 - In conjunction with Disability Support Services, develop and Impleme Accessibility and Usability Guidelines for courses that utilize the university's Learning Manag System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of desig courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, us various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

Action Priority 3:4 – Provide the technology and support needed to create reliable and effe classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classroor convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

Action Priority 3:5 – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies a needed.

Action Priority 3: 6 – Work with faculty and students to select learning management syste (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

Action Priority 4:1 – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologie and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown dis recovery site and evaluate how the FSU network segment and the stored data are protected

Action Priority 4:2 – Develop security awareness program and training for campus commu

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all fac and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to furth educate users.

Action Priority 4:3 – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to me standards.

Action Priority 4:4 – Implement measures to protect confidential information from disclosu

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annu

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply w security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

Action Priority 4:5 – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are remove all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabiliti through program updates, anti-virus enhancements, and software restrictions.

Action Priority 4:6 – Strengthen the University's policies for controlling passwords and acc

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Action Priority 4:7 – Enhance network security standards.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessr documentation, and physical security mechanisms.

Action Priority 4:8 – Explore 3rd-party solutions to increase security for users with access t critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

Action Priority 5:1 – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.

Action Priority 5:2 – Automate manual processes.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

Action Priority 5:3 – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

Action Priority 5:4 – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

Action Priority 5:5 – Create centralized data and document repository for IT documentatio configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration inform

Action Priority 5:6 – Reduce manual, paper processes through electronic workflows and systems.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty tin sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improven

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

Action Priority 6:5 – Replace unsupported software and services.

Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

Action Priority 6:6 – Deploy critical services to cloud-based services.

Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.

Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.

Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.

Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

Action Priority 6:7 – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit w

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

What are the Measures/Metrics used to assess effectiveness?
1. Number of students, faculty, and staff using new platform.

2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.

2. The time to process manually vs. the automated process.

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

What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see v in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over t last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to le

than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts we processed once a day.

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

1. The mobile application software was purchased by eliminating the previously used softwa since it was not being used. This also resulted in additional savings that was redirected tow other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not hav wait as long for their accounts to be created.

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

The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds ann meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

- Goal1
  - CollegeSchedulerScreenShotUsage
- Goal2

2016 Programs Advancing Student Success Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Fully Implement PAL Program:

The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop sk meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and co workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social sc and humanities courses and other areas not covered by tutoring services.

2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on aca probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assist developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes a not transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should co their credit-bearing math and freshman composition classes within their first 24 credits.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Develop Program in Cumberland Hall:
Train PALs

Create welcoming space in basement

Coordinate programming with RAs

1.2 - PALs in Pullen:

Train PALs to encourage regular appointments with students with midterm warnings

Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:

Run queries to identify students who have not taken math or ENGL 101.

Coordinate with CAAR office to prepare email messages to students and their advisors advis them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Number of students who participate in the program and their academic stan after fall and spring semesters will be measured. We will compare the GPAs and number of c earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester gpa for students on AP/AW a as the number of students who are removed from AP after meeting with learning specialist a participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and Eng requirements within their first 24 credits.

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

1.1 - Comparison of GPAs and number of credits earned between students who do and do n participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met wit learning specialist or academic counselor and/or PAL; determine number of those students w were removed from AP after that semester.

3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 1 email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.

What were the results?

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an av of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) e an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 stude (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good acaden standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the followi semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic sta 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from 5 (23%)continued on AP; and 7 (32%) were academically dismissed. Most of the 22 student only once with a learning specialist.

43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 a did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollm 92 students with 24 or more credits did not have college level math credit or enrollment, bu were enrolled in a DVMT class - 55 still needed a math course.

Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollmer students with 24 or more credits still needed a college level math course - not including stuc enrolled in a DVMT class.

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

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to resid the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORI classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year's students to help - especially the stat concerning the high rate of academic dismissal and the fact that ve students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings req of those students and via targeted email messages. If more of those students take advantag tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.

No resources will be allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.

3.1 - Information shared with CAAR.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Registrar Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Registrar
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop an improvement plan for the Registrar's Office.

2. Improve the student experience with Registrar's Office functions.

Specify your Division/Department Actions Priorities/Plans.
1. Conduct an assessment of the Registrar's Office.

2a. Implement the Scheduling Assistant.

2b. Implement electronic transcripts.

What are the Measures/Metrics used to assess effectiveness?
1. The outcome will be an office improvement plan. The self-assessment process will identify number of actions that should enhance the office and service to all its constituents. These ac will be prioritized based on the knowledge required, resources needed, chance of success, ar impact on services. The plan will represent the consensus of the office personnel.

2a. Students using Scheduling Assistant will register for more credit hours than comparable, propensity-score matched students who did not employ the Assistant.

2b. The transition to a third-party ordering solution will be seamless for requestors.

Requests for electronic transcripts by students will become an attractive alternative to paper transcripts.

The cost to the University will, at the least, will be negligible.

The process of assessment per Action Plan: How were the results assessed?
1. Registrar's Office staff met several occasions to assess and plan.

2a. Numbers of FSU students and advisors using the software were captured.

2b. Numbers of transcripts ordered and associated costs were summarized.

What were the results?
1. A three-person team from the Registrar's Office evaluated 1435 AACRAO Self-Assessment questionnaire items, combined into eight broad categories, and met with the Registrar sever times to review. The whole staff reviewed, commented on, and refined the analysis and dev a list of 11 actions to take to improve the office.

2a. Our predictive analytic software is not up and running, so we cannot develop propensity scored matches. However, preliminary findings from our freshmen registration event in the summer of 2016, during which the Scheduling Assistant was used for the first time, suggest the Assistant may be contributing to the desired outc There was a rise in the average number of registered credits by participating freshmen to 15.43 from 15.07 th previous year.

2b. The Registrar's Office does not have a formal assessment procedure to gauge "seamlessness," but the staf deal day-to-day with transcripts, and address problems as soon as they arise, report that, generally, there was smooth transition on the Go Live date. The biggest issues being current students not following the new path (drop/down box) in PAWS, recipients' timeframe for downloading etranscripts was mistakenly set to 7 days ins 14, and transcripts sitting in processing mode. Currently, the major issue is that the in-network email that Par uses by default for some organizations and schools does not send the transcripts to the correct recipient, e.g. transcripts are sent to the Registrar's Office rather than the college within the university that needs the transcr

After six months, etranscripts account for over a third (35%) of requests. Desired Outcome

After six months, the Frostburg State University has netted $2050 on 3071 orders for transc While there were no direct upfront costs to deploy Parchment, the University is charged $3 p request. This cost plus a small additional fee is charged to former students for all transcript requests and current students for etranscript orders. These fees offset the $3 charge for the current students' free mailed transcripts. The billing structure will be assessed after one yea

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1. The long-term resource implications will be determined by the outcome of the self-assess To date, a three-person team from the Registrar's Office has evaluated 1435 questionnaire it combined into eight broad categories, and met with the Registrar several times to review. Th whole office will be involved with creating and evaluating the action steps. Next year will foc completing the action steps. There will be minimum resource expense, mostly personnel tim complete the tasks.

2a. The Scheduling Assistant was purchased from the Student Tech Fee fund. Three Universi officials were primarily responsible for the implementation project and continue to play a rol maintaining the software and making minor modifications. One of the University officials als conducts periodic Scheduling Assistant training for advisors. The focus of the coming year w on to expand the use of the software and assess the impact on student progress.

2b. A four-person team, two from the Registrar's Office and two from IT, worked to configur PAWS with Parchment. The full-time position, that had as its major responsibility to manage transcript orders and mailings, was transferred to another office. The position was replaced

part-time employee. The service requires constant tweaking to be responsive to student and receiver requests. Attention will also be given to new products offered by Parchment, e.g. electronic diplomas and extended transcripts.

How was this plan and results conveyed to your Division/Department?
Registrar's Office discusses results and metrics at our staff meetings.

Evidence, artifacts, and or back up documentation
Actions - AACRAO Self-Assessment 3.30.17

2016 Student Support Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service the program. The staff chose to intensify the services they were providing to transfer studen offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of trans credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Fina Aid.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue meet transfer students individually and use the checklist they developed to make sure trans students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings v receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori services at least 5 times during the semester. Measure change in grade from midterm warni final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

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

1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all t to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar to recruit and retain candidates.
- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished initiatives.
- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working c program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr an update on this past year's efforts to increase enrollment.
- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit

approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

How was this plan and results conveyed to your Division/Department?
Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation
No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of t College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur

social, and economic development in Western Maryland, the region, and the state. (Aligns w University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T
department worked on the plan in early Spring 2017 but the document was not finalized anc

department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start

implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house

training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improve with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

The process of assessment per Action Plan: How were the results assessed?
Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

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- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 seme This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program t meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as c usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resou reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the po table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w

identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy

faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

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

1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per pro and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in sp utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sh with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results collected on a yearly basis for all new faculty. The chair develop faculty improvement plans w individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning

Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification prograr The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

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

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

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

The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation

No items to display.

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestion fewer survey courses, more topics courses and a tiered approach; and to highlight specialtie new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections tha cross-listed with HIST 489/490 Special Topics in History sections and taught by History facul

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction t World Religions sections and by participating in the International Studies Steering Committe

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environm and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in W History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing ID 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and teacl IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SP faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Va the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment r in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new cours HIST 434 Women in the United States, and for changes in title and/or description for the foll HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster tau IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 49 Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A.

Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the firs in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, wh will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- fo first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grar

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual I Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

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

We await the determination of the university's new strategic plan before creating our depart plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new

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

This plan was created and approved by the department in August 2016; its ongoing results h been regularly discussed at our monthly department meetings throughout the academic yea

Evidence, artifacts, and or back up documentation

No items to display.

College of Liberal Arts and Sciences

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.

1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to

support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

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

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?
Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Results will be considered when doing strategic planning and implementation for the next ye

This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fee were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreach Coordinator/Director of the Natural History Museum. Another faculty member has a two-cou reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor
Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa
our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry
Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continu
discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c
through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bo
committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ
our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry
Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

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

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

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

This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation

No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo

with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centered assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodo researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an

increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public t related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peri in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or e the cost of requesting an article through interlibrary loan. Analysis of results initiates discus possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis

Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote a foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's

convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list of current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

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Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The*

Frostburg Mining Journal, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News* *Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsor events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Li Director encouraged numerous opportunities to promote the Ort Library's services and reso to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to c sponsor and host the annual Banned Books Reading held in October 2016. The Library also

originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library’s Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library’s assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form

surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for group work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January

a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

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activities.

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- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

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- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futu conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

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Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Lil

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti
With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en
summer 2017, the next phase of this massive assessment project will commence as we beg
analyze the results to identify volumes in the collection that are no longer relevant and need
deselected from our holdings. This process, the procedures for which are already in place, w
need to be methodical to avoid inundating our small Technical Services staff who will still be
processing new acquisitions as they prepare the thousands of outdated volumes for withdraw
This process will also involve additional input from the faculty. The ultimate result we hope
achieve is to begin to reduce the amount of shelving in the facility so we can open up space
students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed
attention to increasing our digital collections assuming we will have successfully completed f
the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint
and seeking partnerships with local, state, and regional libraries or organizations; and
facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl
regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu
its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA
devote hours to the bi-weekly meetings and working on the tactics during their regular
schedule in addition to all of the their other responsibilities. Work priorities remain the same
time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe
necessary; identify need for new policy statements and draft appropriate language for inclus
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar
departments.

No additional resources have been allocated in order to conduct this assessment or as a resu
its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional
in binding and purchasing supplies for repairing items. The larger drain on resources was rel
to personnel. All staff members, including the Library Director, were assigned to work in tea
average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi
the equivalent of one day per week dedicated to working in the Stacks collection instead of
regular work responsibilities. In addition, staff were assigned to the two-person teams in an
attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results Library increased its ongoing subscription costs approximately $3000 by converting print jou to online, and initiated a new service, Kanopy to provide students and faculty access to strea video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate tho the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Libra operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai

from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Frostburg Strategic Goal #1: Develop and support academic programs and student servi that prepare a changing student population for an era of complexity and globalization.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

Advance : Fiscal Control

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.1: Develop Learning Opportunities for Students

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Develop experiential and applied learning opportunities for students both inside and outside classroom. The Task Force on Experiential Education shall lead campus discussion and initiat to adopt an operational definition for experiential education and develop the criteria for an experiential transcript for FSU graduates and for prospective employers. A proposal will be presented to Faculty Governance by spring 2013 for review.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles: Assistant Provost (Hegeman, Johnston)

1.1: Develop experiential and applied learning opportunities for students both inside a outside the classroom.
Start: 7/1/2013
End: 6/30/2014
Progress: Ongoing

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.1: Develop experiential and applied learning opportunities for students both inside a outside the classroom.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop experiential and applied learning opportunities for students both inside and outside the classroon

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.2: Raise campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students, and encouraging students

engage with cultures different than their own.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.2: Raise the campus multicultural profile by attracting F1 and J1 students to campu promoting study abroad opportunities for native students.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Raise the campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroa opportunities for native students.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.3: Develop new academic programs and align existing academic program outcomes institutional learning goals, disciplinary standards, Middle States' and Accrediting agencies' expectations, and workforce needs.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.3: Develop new academic programs and align existing academic program outcomes institutional mission, learning goals, disciplinary standards, and workforce expectatic
Start: 7/1/2014
End: 6/30/2015

Progress: Ongoing

Action Priority
Develop new academic programs and align existing academic program outcomes to institutional mission, learning goals, disciplinary standards, and workforce expectations.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.3: Raise Campus Multicultural Profile
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Raise campus multicultural profile by attracting international students to campus, promoting abroad opportunities for native students, and encouraging students to engage with cultures different than their own.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.4: Develop Cross-Divisional Programs
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Develop cross-divisional programs of cultural exploration/integration for international and na students with expectations in regard to programming goals and outcomes.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.4: Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs' fiscal accountability and relevance to achieve a strategic balance with academic, state and regional workforce needs, and rel
Start: 7/1/2013

End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.4: Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs' fiscal accountability and relevance to institutional initiatives of student success, retention, and completion.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs' fiscal accountability and relevance to institutional initiatives of student succe retention, and completion.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.5: Align Academic Program Outcomes
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Align academic program outcomes to institutional learning goals, disciplinary standards, and Middle States' and Accrediting agencies' expectations.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.5: Complete a review of all graduate education programs and their "contribution" to institution's mission and enrollment goals.
Start: 7/1/2014
End: 6/30/2015

Progress: Ongoing

Action Priority
Complete a review of all graduate education programs and their "contribution" to the institution's mission a
enrollment goals.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.5: Continue the implementation of the report of the UEI, specifically in the advance of students' core skills, including the institution of speaking- and writing-intensive mandates.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.6: Continue the Implementation of the Report of the UEI
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Continue the implementation of the report of the UEI, specifically in the advancement of stu
core skills, including the institution of speaking- and writing-intensive mandates.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.a.: Conduct Feasibility Study for DNP.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority

Conduct Feasibility Study for DNP.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.a. : Conduct planning for Nurse Practitioner Program.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Conduct Feasibility Study for Physician's Assistant Program.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Conduct Feasibility Study for Physician's Assistant Program.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.b.: Continue planning for Physician's Assistant Program.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education cour and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, adminis units, student groups on campus, the Frostburg community, off-campus professiona and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking an degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Langua has unique staffing needs. We have critical areas that must be addressed in terms o workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 30 level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in ord ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program revi materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle State standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all facult
learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportu
including Study Abroad, after-school programs, the Shakespeare Festival, and internshi

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department commit and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enroll compared to the number of students taking certain classes in recent years. Through th comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all se of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their depa stipend to present research at conferences. In order to track our achievements in mor detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this trackin service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborati work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the rel programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the numb students who pass their classes in ENGL and MDFL. In order to determine if we are effe at recruiting majors and minors in MDFL, we track our numbers in the majors and minc from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before th semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized an placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according the course outcomes. These data are analyzed by the chair of the committee and pres to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the ca a discrepancy) determine how well the portfolios perform according to the course outco These data are analyzed by the chair of the committee and presented to the departmer during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the po results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provos Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in e class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature c rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assi tracks the number of professors who apply for a department stipend throughout the ye (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availa of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point Student recruitment initiatives themselves are not assessed other than looking at overa increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair a members of CIE, who serve as advisors to our international students follow these numb closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty mem have to go on overload or more adjunct professors have to be hired, we do not conside these situations as effective. In addition, when a faculty member retires with a particu specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watc fluctuations in the ratio between part-time and full-time faculty as well as the number o overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to a assessment tool. We created an assessment tool and read portfolios, following a proce similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this the committee has decided to explore ways to change our current assessment tool to o that works with the GEP assessment of our 300-level writing classes. By doing so, we able to track progress that students make in meeting the goals and outcomes over mul semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sectio 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both th and the spring using the guidelines given to us by the Provost's Office. We successfully gathered data and reported it to AIR.

The department's Assessment Committee revised the Capstone rubric based on the abi measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey fo majors, which was distributed in the Capstone class and adapted from the MLA exit sur for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cours that courses would be offered less frequently in order to fill. They also eliminated ENGI because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentrati change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC p the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the sam material as the eliminated 6.This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit h

Concentration- Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores fron visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer's com as well as the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost's Office, this cla

not a viable option this time around. Specifically, the instructors completing the assess were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursemer those who presented research at conferences. We also began to track the number of e type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments acro campus, our department houses the Center for Literary Arts, many interdisciplinary mir and the advisors for student organizations. These opportunities allow us to work with r on and off campus.

In addition to having representatives at all Open Houses (including the early session fro 10), the department created a 3-person student recruitment committee to target prosp and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection betwee them and the department in an attempt to persuade them to attend FSU. They also re data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, r professors are a part of the listservs for their professional organizations and/or serve o advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to wl our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of America culture.

We worked diligently to follow up with students who took the online placement test. Th discussions with the coordinator of international studies and faculty in the music progra we found some ways to meet the demands for French classes. However, due to staffin needs, we had to concede that the music department could no longer sustain its track i French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly pas

curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the deg we determined the need for three more PIN positions. We were told that only retiring f members would be replaced, so we only submitted a request for Linguistics. However, began to draft the PIN request for a journalism professor, and we also need another PI advanced

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

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment comm will use the data from the 101, 308, and Capstone assessments and make changes tha improve the assessment process. For instance, we are moving toward a rubric that wil us to measure student learning outcomes not just in specific classes but from freshmar junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand ou tracking of the types of professional development activities in which our faculty particip also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those req than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and fo preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try th same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, includ tracking faculty members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is t to adopt them. Once they are passed, various members of the department are asked a volunteer to help the department achieve these items. The annual department retreat September focuses on these action priorities in order to set the tone for the academic y

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

1.b. : Conduct planning for Physician's Assistant Program.

Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.c.: Develop Sustainability major.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.c.: Plan future growth in additional rural health care programming.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
    Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)
8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee
This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%
Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic
Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing n of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #

#5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, o measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU
   1. Pilot three students in Fall 2016
      1. Goal Met – 3 students piloted and remain in the program.
   2. Accept first cohort of students spring 2017
      1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
      1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
      2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
   1. Submit program proposal fall 2016
      1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
   1. Appointed/invited members
   2. By-laws
      1. Goal Met – Permanent members appointed and by-laws provided to all memb Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing
      1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.
9. Continue to assess prospective students for e-readiness and provide training as nee

This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

    1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

    1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

    1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

    1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workloac

working RN. Students are able to complete 30 hours prior to the start of the
to spread out the hours, online MD responds can be completed (Online Trainin
and a teaching project is now required to ensure course goals a met. All of th
options allow students to spread out the required 135 hours in unique and wo
adult student friendly ways.

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra
Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing ne
of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe
summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle
States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa
#2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016.
plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until t
new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo

for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

1.c.: Submit to USM and MHEC for approval the B.S. in Health Science program.

Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Submit to USM and MHEC for approval the B.S. in Health Science Program.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

1.d.: Submit to USM and MHEC for approval the engineering program in collaboration Cecil College.

Start: 7/1/2014
End: 6/30/2015
Progress: Completed

Action Priority
Submit to USM and MHEC for approval the engineering program in collaboration with Cecil College.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.1: Learning environment strategies.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.

- Unit: Admissions, Enrollment Management Committee (EMC)
- Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

  2. Provide a learning environment to facilitate and support students' academ personal growth and success.

  Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
    - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions
    - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
    - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
    - Results: See MSCHE Monitoring Report

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

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize su distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple

more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac

academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previo year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tut

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir

services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutoring services at least 5 times during the semester. Measure change in grade from midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutorin are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation

No items to display.

3.1: Student learning preparation.
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and applic of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
    - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
    - Unit: Associate Vice President of Enrollment Management
      2. Provide a learning environment to facilitate and support students' academ personal growth and success.

      Action Priorities:
- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
    - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
    - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
    - Unit: Provost, Dean, Library Director
      3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

      Action Priorities:
- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
    - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions
      4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

      Action Priorities:
- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.

- Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs o changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.

- Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

  2. Provide a learning environment to facilitate and support students' academ personal growth and success.

  Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the f 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curr
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support faculty implementation of experiential learning.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.

4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)
8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7% **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

    1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing n of the RN-BSN program and the addition of the MSN program.

    1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, o measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all memb Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing
        1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.
9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

    1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

    1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

    1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

    1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

    1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

        1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workloac working RN. Students are able to complete 30 hours prior to the start of the to spread out the hours, online MD responds can be completed (Online Trainin and a teaching project is now required to ensure course goals a met. All of th

options allow students to spread out the required 135 hours in unique and wo
adult student friendly ways.

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra
Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing ne
of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe
summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle
States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa
#2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016.
plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until t
new catalog year or supplement is published.

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

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in

for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight

specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali

publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support sustainability initiatives.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education cour and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, adminis units, student groups on campus, the Frostburg community, off-campus professiona and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking an degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Langua has unique staffing needs. We have critical areas that must be addressed in terms o workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 30 level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in ord ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program revi materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle State standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all facul

learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportu including Study Abroad, after-school programs, the Shakespeare Festival, and internshi

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?

Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department commit and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollm compared to the number of students taking certain classes in recent years. Through th comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all se of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their depa stipend to present research at conferences. In order to track our achievements in mor detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this trackin service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborati work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the rel programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the numb students who pass their classes in ENGL and MDFL. In order to determine if we are effe at recruiting majors and minors in MDFL, we track our numbers in the majors and minc from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before th semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized an placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according the course outcomes. These data are analyzed by the chair of the committee and pres to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the ca a discrepancy) determine how well the portfolios perform according to the course outco These data are analyzed by the chair of the committee and presented to the departmer during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the pc results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provos Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in e class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature c rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assi tracks the number of professors who apply for a department stipend throughout the ye (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availa of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point Student recruitment initiatives themselves are not assessed other than looking at overa increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair a members of CIE, who serve as advisors to our international students follow these numb closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty mem have to go on overload or more adjunct professors have to be hired, we do not conside these situations as effective. In addition, when a faculty member retires with a particu specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watc fluctuations in the ratio between part-time and full-time faculty as well as the number o overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to a assessment tool. We created an assessment tool and read portfolios, following a proce similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this the committee has decided to explore ways to change our current assessment tool to o that works with the GEP assessment of our 300-level writing classes. By doing so, we able to track progress that students make in meeting the goals and outcomes over mul semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sectio 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both th and the spring using the guidelines given to us by the Provost's Office. We successfully gathered data and reported it to AIR.

The department's Assessment Committee revised the Capstone rubric based on the abi

measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey fo majors, which was distributed in the Capstone class and adapted from the MLA exit sur for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cours that courses would be offered less frequently in order to fill. They also eliminated ENGI because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentrati change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC p the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the sam material as the eliminated 6.This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit h

Concentration- Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores fron visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer's com as well as the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost's Office, this cla not a viable option this time around. Specifically, the instructors completing the assess were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursemer those who presented research at conferences. We also began to track the number of e type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments acro campus, our department houses the Center for Literary Arts, many interdisciplinary mir and the advisors for student organizations. These opportunities allow us to work with r on and off campus.

In addition to having representatives at all Open Houses (including the early session fro 10), the department created a 3-person student recruitment committee to target prosp and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection betwee them and the department in an attempt to persuade them to attend FSU. They also re data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, r professors are a part of the listservs for their professional organizations and/or serve o advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to wl our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of America culture.

We worked diligently to follow up with students who took the online placement test. Th discussions with the coordinator of international studies and faculty in the music progra we found some ways to meet the demands for French classes. However, due to staffin needs, we had to concede that the music department could no longer sustain its track i French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly pas curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the de we determined the need for three more PIN positions. We were told that only retiring f members would be replaced, so we only submitted a request for Linguistics. However, began to draft the PIN request for a journalism professor, and we also need another PI advanced

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

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment comm will use the data from the 101, 308, and Capstone assessments and make changes tha improve the assessment process. For instance, we are moving toward a rubric that wil us to measure student learning outcomes not just in specific classes but from freshmar junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand ou tracking of the types of professional development activities in which our faculty particip also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those re than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and f preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try th same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, includ tracking faculty members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is t to adopt them. Once they are passed, various members of the department are asked a volunteer to help the department achieve these items. The annual department retreat September focuses on these action priorities in order to set the tone for the academic y

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

    1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

    1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. Ongoing.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

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   1. New advanced training is now available to faculty to participate
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   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic
      Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

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.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
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.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

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The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

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What were the results?

Strategic Plan Action Priorities

AY2016-2017

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    1. Submit program proposal fall 2016
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1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
    - Strategic Goals 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment

Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event

for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Support faculty research, creative activities, and regional engagement activities, especially t involving students.

Providing Department: College of Liberal Arts and Sciences

Documentation

No items to display.

Data from Baseline

Responsible Roles:

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Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2

4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

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9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

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1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme

procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support interdisciplinary learning opportunities.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.e.: Seek resource enhancement from both internal and external resources within a framework of responsible resource management.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Seek resource enhancement from both internal and external resources within a framework c responsible resource management.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Assessment
Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority
- Develop new programs and modify existing programs in alignment with institutional goals response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improveme throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.

- Unit: Provost, Dean, Library Director
  3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

  Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.

- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.
    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment ar Institutional Research
- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

- Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the fo 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lea creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and S to created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. Th project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction b on survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Tr provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 5 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects whic delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

Advance: AACSB Accreditation

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Business

Documentation

- Storyboard
  - Story Board COB Hospitality Taiwan

Data from Baseline

Responsible Roles:

Advance: DBA Program

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Develop a Doctorate of Business Administration with a targeted program Launch: F 2016

Providing Department: College of Business

Documentation

- Storyboard
  - DBA storyboard 12.17.13
- Survey Results
  - Copy of DBA Survey Summary_09232013-charts
  - DBA Course Inventory

Data from Baseline

Responsible Roles:

Advance: Development of Master of Nursing Program

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation

Storyboard

Storyboard template_Goal 3

Data from Baseline

Responsible Roles:

Advance: Europe initiative and partnership with UMUC for Secondary Education

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Education

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: Experiential Learning

Start: 9/1/2013
End: 6/30/2015
Progress: Ongoing

Action Priority
The Center for Advising and Career Services will highlight student internship experiences through a series of video projects designed to showcase a variety of experiential learning opportunities available to students.

Providing Department: Student Affairs

Documentation

Storyboard

Experiential Learning

Data from Baseline

Responsible Roles:

Advance: Experiential Learning

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation

Storyboard

Storyboard template_Goal 1

Data from Baseline

Responsible Roles:

Advance: Hospitality Management Program with AC and Vanung

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Business

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: Implementation of Ed.D. program at USMH

Start: 7/1/2013
End: 6/30/2014
Progress: Ongoing

Action Priority

Providing Department: College of Education

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: NCATE Accreditation

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Education

Documentation

Storyboard

Data from Baseline

Responsible Roles:

Advance: New Program Exploration for Workforce Shortage Areas (PA, Health Science DNP)

Start: 7/1/2013
End: 6/30/2014
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation

Storyboard

Storyboard template_Goal 2

Data from Baseline

Responsible Roles:

IA: Engage students in their own learning through innovative teaching methodologies programs, and content.

Start: 7/1/2014
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Business

Documentation

No items to display.

Data from Baseline

Responsible Roles:

2016 College of Business Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Business
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Deliver high-quality academic programs to students.
2. Disseminate notable and timely research to the academic, business, and governmental communities.
3. Have a positive impact on business development and economic growth of the region.
4. Recruit, develop, and retain high-quality students, faculty, staff, and administrators.

5. Engage stakeholders in collaborative relationships.
6. Use innovative approaches to facilitate and support opportunities for development of ethi leadership and global experiential learning.

Specify how your Division/Department Goals align to FSU strategic planning goals.
1. CoB Goal 1 maps closely with Goals 1 and 5 of Frostburg State University ("University", "institution").

2. CoB Goal 2 supports Goals 1, 4, 5, and 6 of the University.

3. CoB Goal 3 aligns most closely with Goal 6 of the institution.

4. CoB Goal 4 contributes to Goals 3 and 4 of Frostburg State University.

5. CoB Goal 5 maps with Goals 1, 3, 4, 5, and 6 of the University.

6. CoB Goal 6 aligns with Goals 1 and 5 of the institution.

Specify your Division/Department Actions Priorities/Plans.
GOAL I: Deliver high-quality academic programs to students.

ACTION PRIORITIES:

1. Engage students in their own learning through innovative teaching methodologies, progra and content.

2. Enhance faculty capabilities and support their efforts for greater teaching effectiveness.

3. Encourage teaching innovation through faculty interactions at in-house presentations, seminars, workshops, and conference participation.

4. Ensure that advanced instructional technology is available and utilized by the faculty.

5. Monitor student learning outcomes to ensure quality, rigor, critical thinking, and currency through an effective Assurance of Learning program.

6. Engage students in experiential learning activities including internships, applied projects, abroad, etc.

7. Evaluate the feasibility of concentrations in the MBA program.

GOAL II: Disseminate notable and timely research to the academic, business, and governmental communities.

ACTION PRIORITIES:

1. Provide an environment that nurtures and supports faculty research capabilities.

2. Ensure availability of adequate technology, software, and databases to support faculty research.

3. Foster an environment conducive to interdisciplinary research and faculty-student collabo

4. Ensure qualifications of faculty according to College of Business' standards of faculty qualifications and engagement.

GOAL III: Strive to have a positive impact on business development and economic growth of the region.

ACTION PRIORITIES:

1. Encourage and facilitate engagement between students, faculty, alumni, the business community, and government agencies.

2. Facilitate and support delivery of professional services to external constituencies through developmental workshops, contract research, and/or consulting.

GOAL IV: Recruit, develop, and retain high-quality students, faculty, staff, and administrators.

ACTION PRIORITIES:

A. Recruit, develop, and retain high-quality students

1. Develop and implement new strategies to increase enrollment.

2. Ensure that students receive support for professional development and career planning.

3. Provide opportunities for individual faculty-student interaction through academic advising, student club activities, independent study opportunities, and developmental coursework.

4. Expand developmental opportunities for students through field trips, internships, academi conferences, guest speakers, faculty-led research projects, and global experiential learning programs.

B. Recruit, develop, and retain high-quality faculty, staff, and administrators

1. Recruit highly-qualified faculty, staff, and administrators with salaries commensurate with comparable institutions.

2. Support and expand professional development opportunities.

3. Maintain and support the Faculty Mentoring Program.

4. Foster an environment conducive to teaching, learning, and intellectual excitement.

5. Ensure that the evaluation process is fair and effective.

6. Ensure that the faculty renewal, promotion, sabbatical, and tenure processes are fair and effective.

7. Foster a spirit of collegiality, cooperation, engagement and mutual respect as a major component of the College of Business culture.

8. Value and promote diversity in the College of Business team.

9. Maintain and support a Staff Development Committee.

GOAL V: Engage Stakeholders in collaborative relationships.

ACTION PRIORITIES:

1. Maintain an effective CoB Advisory Board as an integral part of its strategic direction and planning.

2. Promote and facilitate students' participation and involvement in the Student Advisory Co and other College of Business committees.

3. Ensure full-time faculty members' participation in the governance of the College.

4. Continue to engage and incorporate input from constituencies regarding College of Busine strategic direction and decision-making.

5. Inform constituencies about the College of Business through the College's newsletter and website.

6. Continue to improve communications among students, alumni, faculty, staff, administrato and the community.

GOAL VI: Use innovative approaches to facilitate and support opportunities for development of ethical leadership and global experiential learning.

ACTION PRIORITIES:

1. Expand global experiential learning opportunities for students, faculty, and staff.

2. Develop and utilize strategic partnerships to enhance experiential learning.

3. Expand leadership opportunities for students and faculty.

4. Continue to support ethical leadership and global perspectives in business curricula.

What are the Measures/Metrics used to assess effectiveness?
Metrics used to assess effectiveness of each of the goals includes:

Goal 1:

a. Number of approved, new programs; effectiveness of new programs attracting student enrollment, participation, and satisfaction with the offerings.

b. Effectiveness of curricular revisions in meeting CoB learning goals and meeting the educa needs of students at the graduate and undergraduate levels.

c. Faculty participation in utilizing appropriate technologies in support of improving teaching

d. Number of experiential learning opportunities and student participation in each.

Goal 2:

a. Number and quality of research publications of the CoB faculty and staff.

b. Assurance of faculty sufficiency in each program/discipline according to 2013 AACSB stan

Goal 3:

a. Number of events that bring together appropriate subsets of faculty, staff, and students.

b. Number of consulting assignments and other productive engagements with external communities.

Goal 4:

a. Trends in student enrollment, retention, and graduation rates.

b. Trends in faculty recruitment and retention rates.

Goal 5:

a. Growth in CoB Advisory Board.

b. Number and range of Board member contributions to the CoB.

c. Faculty participation in College governance.

Goal 6:

a. Number of global experiences for students, faculty, and staff.

b. Number of active and productive partnerships with international institutions.

c. Feedback on outcomes provided by students, faculty, staff, alumni, University, and extern community.

The process of assessment per Action Plan: How were the results assessed?
Goal 1:

a. The implementation of approved, new programs is continuing with the number of student student satisfaction with such offerings being tracked.

b. The College's Assurance of Learning (AoL) continues to assess effectiveness of curriculum pedagogies in tracking student attainment of CoB learning goals at both undergraduate and program levels.

c. The number of faculty participating in new technologies or other course design and pedag improvements are tracked via the annual faculty evaluation mechanism.

d. Number of experiential learning opportunities and student participation in each is being tr

with the goal to increase these opportunities for more students over time.

Goal 2:

a. The number and quality of research publications of the CoB faculty and staff is tracked via faculty evaluation system and the mechanism for award of additional funding for professiona development achievements.

b. Faculty sufficiency metrics, consonant with 2013 AACSB standards, are being tracked via SEDONA platform and tracked on an annual basis.

Goal 3:

a. The number of events hosted by the College of Business that bring together various subse faculty, staff, students, and the external community is tracked and noted in the results.

b. The number of consulting assignments and other productive engagements with external communities is cataloged via the Center for Leadership Development (CLD) as well as the fa evaluation system.

Goal 4:

a. The trends in student enrollment, retention, and graduation rates are periodically reviewe the CEC and appropriate revisions made in various areas.

b. The trends in faculty recruitment and retention rates are reviewed and tracked. Reasons f separation of faculty are examined and inform strategies for the future.

Goal 5:

a. The departure of existing Board members and efforts to recruit new members are tracked

b. The number and range of Board member contributions to the CoB are tracked and record the results section.

c. The CEC assured full faculty participation in College governance via service on various committees and taskforces.

Goal 6:

a. The number of global experiences for students, faculty, and staff is tracked and reported i results section.

b. The number of active and productive partnerships with international institutions is tracked cataloged in the results section.

c. Qualitative feedback provided by students, faculty, staff, alumni, University, and external community on various outcomes is reviewed and discussed by the CEC and appropriate departmental forums for appropriate action.

What were the results?
Goal 1:

1. Under the auspices of a newly-created Hospitality Management concentration within the undergraduate Business Administration major, the CoB sent its first cohort of 3 students alo with one faculty member to Vanung University in Taiwan for a six-week period, September - November, 2016. University news coverage of the program is found here.

2. a. A delegation comprising of Dr. John Bowman, Interim Vice President of International ar Government Affairs, Dr. Sudhir Singh, Interim Dean of the College of Business and Dr. Yan B Professor of Accounting and MBA Program Coordinator, spent two weeks visiting many of pa universities in China and Taiwan in Fall Semester 2016. It met with university officials and fa members from seven institutions located in Beijing, Nanjing, Changsha, and Taipei, towards implementing or creating new cooperative programs that will bring additional students from and Taiwan to the campus to earn degrees at Frostburg.

2. b. The first of four annual cohorts of 120 students each was successfully recruited and be its education at HUC since Fall 2016. This program enables HUC students to earn a B.S. deg Economics with a minor in Finance from FSU. The 3-person delegation from Frostburg, note above, visited the HUC campus in September 2016 to welcome the first cohort of students a welcoming ceremony and to discuss a variety of implementation issues with top administrati officials at HUC. Its coverage in the local press is included here.

2. c. In fulfillment of the aforementioned partnership between Frostburg and HUC, two cours were delivered successfully at the HUC campus in Changsha China to 118 freshman student a six-week period during the summer, May-June, 2017. Dr. Yan Bao taught the introductory Financial Accounting course and Dr. Jill Morris taught the Freshman Composition course. Bot faculty and student feedback was very positive and, in Fall 2017, three students from HUC w continue their studies at the FSU campus, with more expected in Spring 2018 and beyond.

3. In response to student feedback and based upon benchmarking with peer institutions, the College of Business has instituted the 7-week course delivery model, in lieu of the full-seme model, in its online MBA program, to commence in Fall semester 2017. Other programmatic improvements in the MBA curriculum include planning for: (a) the consideration of alternate delivery modalities that would appeal to international markets; (b) potential reduction in the program's curricular requirements; and (c) selective offering of specialized track areas that increase the program's appeal to a wider student population.

4. In the spirit of seeking continuous improvement in its undergraduate core curriculum, the College of Business approved three major changes: (a) revised and reduced Program Learni Goals from ten earlier to seven, effective 2017-19 Undergraduate Catalog, to include proficie in: business core knowledge, critical thinking and problem solving, ethical reasoning, oral communication, written communication, global perspective, teamwork and leadership; (b) changed earlier communication requirement to more intentionally focus on oral communicati and (c) injected emphasis on global / intercultural competency in business context.

5. In support of best practices, several MBA program faculty – Dr. Ali Ashraf, Dr. Yan Bao, Dr Kathie Shaffer, Dr. Shakil Rahman, Dr. Bill Anderson, and Dr. Eyad Youssef - have undergone training in Quality Matters (QM), so as to harmonize the student experience across the entir program. Dr. Ashraf was the first faculty member at FSU to have his course be awarded a Go Status Badge by QM. QM is a nationally recognized, faculty-centered, system that is designe certify the quality of online and blended courses and is one of the leaders in online educatio assurance of quality in course design. QM has received recognition for its peer-based approa where instructors review each other's courses using the QM rubric thus setting quality stand for online courses.

6. CoB faculty have routinely participated in on- and off-campus seminars on teaching excell as a part of their professional development.

7. The College of Business Assurance of Learning (AoL) Coordinator, Dr. Dwane Dean, submi the College report on its annual assessment process and results to SLAAG in June 2017, whi only covered undergraduate learning goals. Subsequently, the full report to the College Dear included the

learning goal assessments for both undergraduate and graduate programs, as well as indirec evidence and an Appendix containing item analysis of the AoL pre-post exam. The assessme results indicate the College's investment in sound assessment practices with observations or effecting continuous improvement. (See AoL Report attached in the Goal 1 Folder).

8. In support of the University's emphasis on applied and experiential learning, the CoB offe several such opportunities to its students as follows:

A. Through a grant of $6,020 awarded under the auspices of PELEF, two projects were funde

(a) In November, 2016, Dr. Lilly Ye, Co-Advisor to Marketing Club, traveled with 14 members New York City to attend a student communication and advertising career conference sponso New York Women in Communication. More than 40 professionals from top companies, such a Google and The Bloomberg Group, talked to students directly about how they started, the challenges they faced, and the combination of skills, knowledge and attitude it takes to rema the top of their professions. Similarly, in April, 2017, Dr. Eyad Youssef, Co-Advisor to Market Club, led a team of 12 students to the American Advertising Federation's Career Mosaic conference in Chicago, IL, for networking with key executives from Publicis Communications Lapiz, and Leo Burnett Ad Agency.

(b) In March 2017, Dr. Mike Monahan and Amit Shah, Advisors to SAM, lead a team of 4 Stu to participate in a Case Competition in Orlando, FL. The team won Second Place in the Smal Chapter Division for Chapter Management, including: fundraising, speakers, chapter projects field trips.

(A Summary Report on the two PELEF-awarded projects is attached in the Goal 1 Folder.)

B. Other College-supported and student-organization-led projects included the following:

(a) Mr. Ryan Kentrus and Dr. JoAnna Shore guided members of the FSU Student Business Leadership Committee (SBLC) to hold its second annual 3-day leadership retreat at Wisp Re McHenry, Maryland in September, 2016. The retreat was facilitated by current SBLC member and provided an opportunity for Frostburg State University (FSU) students interested in busi to network with university alumni and enhance their leadership skills. A video created by members of the SBLC was shared with new and prospective students at a special Admission Open House event in April, 2016.

(b) In October, 2016, two faculty members, Dr. David Kiriazis and Dr. Allen Shin, took nine students for a field trip to visit the Bank of America's (BA) community development projects Baltimore, MD. Organized by FSU alumnus, Mr. Brian Tracey, Vice President of Community Development Lending at BA, the trip provided an exceptional opportunity for FSU students a faculty to learn about how the Bank of America uses tax credits to repurpose historical build for new uses.

(c) Dr. Carol Gaumer, Advisor to Global Business Club, coordinated with Office of Leadership Experiential Learning at Frostburg in hosting a Uganda Water School fundraiser and event ca Sherehe ("Celebration") in November, 2016.

(d) Dr. Allen Shin, Advisor to Finance, Club, led a group of 7 students to visit the American Museum of Finance and Wall Street in New York City, NY in March, 2017.

(e) Dr. Jerry Venezia, Advisor to Global Business Club, facilitated his students' meeting with Dao Nhan, Vietnam Minister of Trade on campus visit in April, 2017.

(The Fall 2016 edition of the College of Business Newsletter is attached in the Goal 1 Folder.)

Goal 2:

1. Consonant with the feedback received from AACSB review process, the CoB ratified a new policy in December 2016 relating to its faculty qualifications standards that continue to eleva the College's base of intellectual capital with a discernible emphasis on improvement in the c of faculty publications.

2. In AY 2016-17, faculty in the College published 32 articles in peer-reviewed journals, ami total of 53 scholarly activities that included research presentations at a variety of national ar international conferences.

3. The work of some of our faculty published in top-tier outlets in their respective fields. For example: (a) Dr. Seonghee Han's research in Finance was recognized in the national media. co-authored paper titled*, "When Crisis Knocks, Call a Powerful CEO (or Not): Investigating t Contingent Link Between CEO Power and Firm Performance During Industry Turmoil"*, publis the Group and Organization Management journal was spotlighted on both the *EurekAlert!* we as well as the esteemed Science magazine; (b) Dr. Oleg Kucher and Dr. Suzanne McCoskey published their article, *"The Long-run Relationship between Precious Metal Prices and the Bu Cycle"* in the prestigious Quarterly Review of Economics and Finance; and (c) the prolific wo Dr. Ehsan Ardjmand, in the area of Operations Management/Business Data Analytics/Expert Systems, was published in top journals in the field(s). Accordingly, the College's base of intellectual capital continues to accrete well, consistent with the intellectual contributions expectations of its accrediting body, AACSB International, and in fulfillment of the emphasis applications as reflected in Frostburg's educational mission.

4. Improvements in the physical and electronic infrastructure within the College of Business continues to occur in order to meet faculty's classroom needs via: (a) full furnishing of new computers in the College's computer labs/classrooms in Framptom Hall (FR) 208 and 328 in summer 2016; (b) installation of a new projector in the FR 208 computer lab; (c) replaceme 24 chairs in FR 208 with those providing better ergonomic support; (d) installation of all MS Office, Adobe, and other suite of applications available in a modern business environment al with E-Views, SPSS, and other statistical software; and (e) re-purposing of two regular class (FR 302 and 303) into "smart" classrooms.

Goal 3:

1. At its Annual Honors Ceremony, held May 5, 2017, the CoB brought together its communi faculty, students, alumni, as well as selected members of the business community to honor academic and service accomplishments within its citizenry. (For a review of the complete pro please find attached the file in the Goal 3 folder.)

2. Four alumni returned to FSU on October 21, 2016 for the College of Business Career Expo share with students about their time at FSU and how the College of Business prepared them successful in their careers. Wayne Scott ('89), Mary Beth Pirolozzi ('90 & '95), Tiffany Brown and Trevor DeVore ('13) offered students tips on how to better prepare for their

careers after college. A common theme expressed across the speaker panel were the relatio they built not only with their peers, but specifically with CoB faculty members.

3. In support of economic development, Dr. Marty Mattare, Associate Professor of Manageme and Business Program Director at the University System of Maryland at Hagerstown (USMH) played a significant role in assisting the City of Hagerstown launch their new small business

incubator in November 2016. The BüroBox, of which Frostburg State University is considerec major partner, will serve as a membership-based collaborative workspace and resource cent entrepreneurs seeking to start or grow their businesses. The BüroBox is furnished with state the-art equipment to help foster progressive and creative ideas and will help any small busir with professional and affordable resources. Members can grow their start-ups, small busines or non-profits.

4. Mr. Ryan Kentrus, Lecturer, in the Department of Management, is serving as principal investigator in which FSU, along with its regional partners (TriCounty Council of Western Mar Allegany County Department of Community and Economic Development, Allegany County Chamber of Commerce, Garrett County Chamber of Commerce, Garrett County Economic Development, and Garrett College Information Enterprise Center (GIEC)), would undertake i feasibility study to investigate the state of existing businesses in Allegany and Garrett Count and discover the market for succession planning and exit planning strategies. The project commenced in Fall, 2016 and will conclude by Fall, 2017.

5. In support of the University's role as a catalyst for regional economic development, the C participant in a new effort, titled ***Frostburg Forward***, wherein members of the local and re would work together to strategically implement a study commissioned by the City of Frostbu attracting new businesses to the Frostburg area and the greater region and creating job opportunities for FSU students. CoB Interim Dean, Dr. Sudhir Singh, is a member of the Cor Strategic Planning Group that will oversee the implementation of the study.

Goal 4:

1. Student recruitment efforts on the part of the CoB faculty occurred via presentations at Admissions Open House throughout the year.

2. A Special Open House event was piloted in April, 2016, providing opportunities to parents prospective students to interact with the College's student ambassadors and faculty. Dr. Ali A Dr. Carol Gaumer, Mr. Ryan Kentrus, Dr. David Kiriazis, Dr. Shakil Rahman, and Dr. Chiulien Venezia, and their respective disciple-based student ambassadors shared program informati and their own experiences as CoB students.

3. Experiential learning and other applied learning opportunities are noted under Goal 1 abo

4. Faculty recruitment and retention initiatives resulted in two new hires: Dr. Surajana Naba Bhaduri (Tenure Track - ECON) and Ms. Kiersten Butler (FTNTT - ACCT) whose term of servic begins in Fall, 2017. Three faculty members, Dr. Dan Mizak (ECON), DR. Dan Plucinski (BLA and Ms. Carol Arnone (FTNTT-MKTG) sought retirement at the end of Spring, 2017, and one faculty member, Dr. John Neral (ECON) is scheduled to retire in December, 2017. All TT facul were renewed, with the exception of one faculty member whose terminal year of service is A 2017-18. Two faculty members, both in Finance, resigned over Summer, 2017, due to family logistical challenges that entailed long-distance commuting on a weekly basis. Accordingly, t CoB is set to fill six positions in Fall, 2017 - one each in Economics, Global Business, Manage and Marketing, and two in Finance,

3. In a continuing effort to recognize merit and contribution among its faculty and staff, the College of Business honored Dr. Tom Sigerstad with the **2017 College of Business Excelle Award for Service** at the *Annual* Honors Ceremony, May, 2017, for his outstanding contribu at the Departmental, College, and University levels. Significant in scale and scope, Dr. Sigers achievements include: (a) his leadership of the College-level Faculty Development Committe has brilliantly reshaped the College's policy on faculty development and intellectual contribut (b) his efforts to shepherd the establishment of a new Hospitality Management program that provided Frostburg students with the opportunity for a valuable immersion experience in Tai and (c) his role as Advisor to over 100 students in the highly successful Liberal Studies majc

4. Frostburg State University's chapter of Beta Gamma Sigma (BGS) was recently awarded H Honors for the 2015-2016 academic year. This status is conferred on campuses where acade excellence is valued and where the faculty officers of the chapter work diligently to enhance Gamma Sigma's stature on campus. In addition to receiving a Collegiate Chapter Honor Roll Certificate, FSU was also recognized at this year's Regional Dean Conferences. As a High Ho Chapter, FSU qualified for a Leadership Scholarship to send two students to the 2016 Global Leadership Summit, which was held in Dallas, TX, in November 2016.Students Hannah Llew and Kiersten O'Donnell represented FSU admirably at this event.

5. BGS induction ceremonies were held on campus in Fall, 2016 and Spring, 2017, inducting very best students at the graduate and undergraduate levels. Faculty inductees at the Fall, 2 ceremony were Dr. Yan Bao, Professor of Accounting, and Dr. Tony Stair, Professor of Econon

Goal 5:

1. In furtherance of the goal of engaging its stakeholders in collaborative relationships, in academic year 2015-16, the College of Business undertook a comprehensive effort to reorga its Advisory Board in an effort to best utilize the talents and interests of our Board members comprehensive undertaking, the strategic impetus for which was founded upon the need to elevate the College's profile and positioning within the marketplace for high-quality and affo business education, as well as to increase the number of opportunities for CoB students and graduates.

2. Based on Board member feedback, the CoB Advisory Board undertook the following actio adopted a new governance document to guide the reconstituted CoB Advisory Board with fiv specific task-focused committees; (b) appointed a new Board Chair and Vice Chair; (c) exte invitations to prospective Board members based on professional experiences and competenc an effort to effect demographic, geographic, and industry-sector diversification; (d) engaged directly with students via classroom visits, resume review, sharing of discipline-specific perspectives, as well as career guidance, and individual mentoring; and (e) created a Regio Business Network (RBN) to serve as a conduit for mutually beneficial relationships between College of Business and the business community.

(Board Governance Document and Board Engagement Survey both included in the folder for 5)

3. Specific contributions of Board members included:

a. Resume Review – 111 students in MGMT 310 Career and Professional Development I – Ri Brindle, Renee Bone, Pat Friel, Sam Griffith, Jim Hinebaugh, Ralph Jordan, Dave Mathews, Michelle McGough, Mark Palmer, Colleen Peterson, Kevin Turley

b. Classroom Visits – Renee Bone, Pat Friel, Sam Griffith, Joe Lambert, David Nedved

c. Mentoring / Coaching (Skype) – Ralph Jordan

d. Regional Business Network Visits

- November 30, 2016: National Jet Company - Sam Griffith

- March 7: Savage River Lodge – Mike Dreisbach

- April 24: Western Maryland Health System (WMHS) – Kevin Turley

e. Student Shadowing Experience (WFS) – Randy Fairbank

f. Summer Internship (WMHS) – Kevin Turley

g. Governance Committee – Four new Board Members approved

4. All CoB faculty were assigned to at least one standing College committee or taskforce.

5. College of Business newsletters continue to be published twice each year, with one publish early Fall semester to cover the Spring and summer activities and the other at the start of th Spring semester to highlight College achievements in the Fall semester.

Goal 6:

In support of the University's and CoB's respective emphases on creating a global mindset w the community of faculty, staff, and students, the following activities were undertaken:

1. A delegation comprising of Dr. John Bowman, Interim Vice President of International and Government Affairs, Dr. Sudhir Singh, Interim Dean of the College of Business and Dr. Yan B Professor of Accounting and MBA Program Coordinator, spent two weeks visiting many of pa universities in China and Taiwan in Fall Semester 2016. It met with university officials and fa members from seven institutions located in Beijing, Nanjing, Changsha, and Taipei, towards implementing or creating new cooperative programs that will bring additional students from and Taiwan to the campus to earn degrees at Frostburg. The centerpiece of the trip was the delegation's visit to Hunan University of Commerce (HUC) to meet 120 freshmen enrolled in HUC/Frostburg program leading to a Bachelor's degree in economics with a minor in finance delegation also visited Frostburg hospitality management students at Vanung University in T who were taking courses in human resource management and Asian cuisine.

2. In fulfillment of the cooperative partnership between Frostburg and HUC, referenced abov two courses were delivered successfully at the HUC campus in Changsha China to 118 freshr students during the summer, May 22nd through June 30th. Dr. Yan Bao taught the introducto Financial Accounting course and Dr. Jill Morris taught the Freshman Composition course. Bot faculty and student feedback was very positive and, in Fall 2017, three students will continu studies at the FSU campus.

3. Consonant with the partnership agreement with DHBW, Bad Mergentheim campus in Gern several College of Business faculty -- Dr. Kenneth Levitt, Dr. Jeffrey McClellan, Dr. Michael Monahan, Dr. Amit Shah, Dr. Sudhir Singh, and Dr. Lilly Ye – traveled to that campus throug the year for short-term, instructional opportunities that were highly successful; this partners expected to deepen over time, with additional exchange opportunities between faculty of the institutions and spurring possibilities for collaborative, discipline-centric research. The Colleg welcomed two DHBW students in Spring Semester, 2017.

4. Four students from the CoB participated in an innovative, ten-day course, *Responsible Management*, offered at our partner institution, ESC School of Business in Rennes, France, i 2017. This educational experience exposed them to concepts of socially sustainable business practices that characterize an ethically-centered corporate strategy in an exceptional global setting.

5. In May 2016, a delegation comprised of FSU administration and faculty - Dr. John Bowma Sudhir Singh, and Dr. Natalia Buta, along with economic development officials in Allegany ar Washington counties in MD, undertook an exploratory visit to the Vietnam Trade Office in Washington, DC to discuss opportunities for collaboration between selected educational institutions and businesses in Vietnam. A follow-up visit will occur at a mutually-determined

6. In an effort to institutionalize intercultural competency in its undergraduate curriculum, th has embedded such content into its MGMT 310 Career and Professional Development II cour with the change slated to take effect in Fall, 2017.

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

Results of 2016 continue to be evaluated and will be incorporated into the College's revision its strategic plan and implementation in summer and early fall of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For example, in intentional pursuit of expanded opportunities for experiential learning, and even employment, for students, a Student Internship Fair is being planned in early Spring, 2018.

In the area of international partnerships, the College will seek to finalize the creation of a 2+ program in Business Administration with a concentration in General Management with the N United University (NUU) in Taiwan. Similarly, it will work with the leadership of HUC to facilit increased enrollment in its course offerings on the main campus.

At the undergraduate level, the feasibility of a concentration in Sport Management within the Business Administration major, possibly in collaboration with the College of Education's offer Adventure Sports Management, will be explored.

At the MBA program level, the feasibility of concentrations/tracks will be explored along with that of a face-to-face delivery modality.

Finally, the Interim Dean will continue to serve on the ***Frostburg Forward*** Core Planning G along with selected College faculty - Dr. Carol Gaumer, Dr. Mike Monahan, and Dr. Amit Shah an effort to establish FSU's contributions to catalyzing the region's economic climate.

How was this plan and results conveyed to your Division/Department?
As is customary in the College of Business, the process of planning and sharing of results oc on a continual basis and is accomplished along multiple, overlapping lines of communication follows:

1. Dean's communication with members of the College Executive Council [comprising of Dea Associate Dean (position vacant since August 2015), 4 Department Chairs, MBA Program Coordinator, and Executive Administrative Assistant to the Dean].
2. Department Chairs' additional update/s to their own departmental faculty and staff.
3. Meetings of relevant faculty and staff directly responsible for executing elements of the reported plan [such as the Hunan University of Commerce, China, agreement], as approp
4. Appointment of taskforces/committees, as appropriate, that provides structure to the assignment and "ownership" of various initiatives among identified faculty and staff.
5. Dean's oral report to the College of Business community typically at the beginning and er each semester, and occasional issue-centric meetings during the semester, wherein facult feedback is invited and incorporated, as appropriate.

Evidence, artifacts, and or back up documentation.
Pertinent evidence and documentation have been attached, as noted earlier, for purposes of additional detail.

- Goal 1
  - CoB AoL Annual Report, 2016-17
  - CoB Newsletter Fall 2016 Vol 6 Issue 1
  - Summary-PELEF-Provost-Nov-23-2016
- Goal 3
  - CoB Honors Ceremony Program May 2017
- Goal 5
  - CoB Advisory Board Member Engagement Survey - FINAL
  - CoB Advisory Board Purpose and Governance - FINAL

2016 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio
The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location or off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interv and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie participate in departmental planning and departmentally sponsored professional developmer events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities light of the forthcoming Mission Statement and plan for the university-at-large. We have cre committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr

sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavc the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations ir ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mor presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asses for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes

are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, a Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outc not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across discip and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, success passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

Specify your Division/Department Actions Priorities/Plans.

- AP1. Actively monitor and follow-up on Beacon alerts.(Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own spac (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own loc year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professic sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?

- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

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

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compa change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Be Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Gc
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mo number of years of service ###.(Goal 3)

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

- AP1. We have conducted a supplemental training with coaches to increase their efficiency

Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additiona resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goa
- AP4. New Cardio Equipment has generated excitement among the campus community. N additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain o better coaches. We will need to be willing to make retention adjustments to salaries wher needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Auxiliary Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?
- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each sta as well at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?
- AP1- The meal equivalency start time was moved up to correspond to class scheduled tin

This allowed customers to get in the Station sooner and reduced the back log. Customer surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 ye high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

How was this plan and results conveyed to your Division/Department?
- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

AP1

FSU Guest Satisfaction Surveys Spring 2017-App Station

AP2

Action Priority Update-Bookstore

Sales Report Fall Rush 2014

Sales Report Fall Rush 2015

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, go setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att
a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor
students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco
about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in
were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted
other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen
major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme
evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere
survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo
than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen
attending session were given probation materials, and survey instrument. Two students wer
identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended a
presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All

emailed the evening or following day after their workshop an offer of assistance from CAAR. least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learnir specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an works to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

ASN Targeted IInterventions

ORIE Course Evaluaiton 2168 - Results

2016 Center for International Education Annual Report

Start: 7/1/2015
End: 6/30/2016
Progress: [You do not have access to view this field.]
Providing Department: Center for International Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Increase new partnerships with international college and universities.
Increase the number of international students at FSU
Increase the number of global programs on campus

Specify your Division/Department Actions Priorities/Plans.

Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergradu graduate programs.
Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg St University.
Increased the number of global programs developed by the university for students, faculty and staff.

What are the Measures/Metrics used to assess effectiveness?

The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreeme created or enhanced during the 2016 evaluation year.
The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.

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

At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and va departments on campus will continue to build these new programs in the coming years.
The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.
The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had atten participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?

A total of three degree programs between the University were established or enhanced. These programs include a joint c

B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master's degree program in ap computer science with the Communication University of Chine, Beijing; and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the Unive international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degr programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.

The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of Internatic Government Affairs to maintain our relationships with international partner institutions.

The CIE in cooperation with student clubs and other university offices developed and supported two new cultural progran during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Service a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, an In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

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

Additional staff resources from other departments/units of the University assisted the CIE in providing services to interna students. These units included colleges, Offices of Graduate Services and the Office of Admissions.

A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more studen visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of add office help each week.

Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and t Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and co donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did pr transportation for the Chinese students to the mall.

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

The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discus The International Education Advisory Council (IEC) was updated each month about the international student statistics (nu students, majors, locations. . .). The director had regular (weekly) meetings with the CIE staff and biweekly meetings witl Interim VP of International and Government Affairs.

Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparatio these programs. The CIE also met regularly with Graduate Services, the Frostburg Indian and South Asian Student Associa and the Chinese students.

Evidence, artifacts, and or back up documentation

CIE Department Report 2016 for PACIE

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019)
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future prograr
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members

2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning proc
**Enhance student recruitment and retention efforts. (Aligns with University Strat
Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and**

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.
    **Promote and support activities of educational distinction. (Aligns with Unive
    Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi
    Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog
.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth o Knowledge.

    1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.
    **Recruit and retain diverse and talented faculty and staff. (Aligns with Univer
    Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #
    #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical for ou Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 ar Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 ar #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studer retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to asse each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program

1. By end of fall 2016, all of the MSN courses will be certified by QM™

    1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M

    1. Waiting for CCNE approval by 10/31/2016

        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accredita granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016

        1. Goal Met – 3 students piloted and remain in the program.

    2. Accept first cohort of students spring 2017

        1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown C Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

    1. Submit program proposal fall 2016

        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

        1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro

    1. Goal Met – Two new grants awarded totaling over $4 million to support the implement of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

1. Goal Met- Recruitment in PA was added to the current marketing plan for executior AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

   1. Ongoing.

      1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

      1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

   1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth c

Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

    1. Goal Met – The course has been re-designed and the practicum hours are being off to students in a variety of settings and formats to reduce the workload on a workin Students are able to complete 30 hours prior to the start of the course to spread o hours, online MD responds can be completed (Online Training), and a teaching proj now required to ensure course goals a met. All of these options allow students to s out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

    1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle State accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, a #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. The was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until the n

catalog year or supplement is published.

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

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in plac the coming AY (2017/2018) as many are still in progress and some will become more of a pr such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fi resources, and staffing needs (DoN Goal #7) as new programs are added and being planned the next AY. Resources were obtained through two grant proposals that were awarded July 2017 that total over $4 million to support the implementation of the NP program and the pla of the DNP program.

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

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report

Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.

- AP 1- Increase coverage of surveillance cameras on campus and migrate all existing cam to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?

AP1 - How many cameras were added, are they all on the enterprise system?

AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purch the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation

- Capture1
- FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.
- AP1- Decrease the University's turnover rate for salary and benefited positions so that th turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?

- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

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

- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?

- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased tc 1.2%.

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

- AP1- For FY 2018 the University was not able to continue with the reduction in the turnov rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budge reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and ag the goal was attained. Resources were reallocated to meet this goal and a high level of p was placed on the facility renewal of the campus.

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

- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted o campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of th budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation

- AP1
  - Object 01 summary for WB book fY2016
  - Object 01 summary for WB book fY2017
  - Object 01 summary for WB book fY2018
- AP2

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe
Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi
but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm
issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this
improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and
program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to
the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra
improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for
approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato
and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.

1. Established a student social club (The Dead Poets Society) that met weekly; actively mar a departmental Facebook page; met with calculus classes in local area schools; participat Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491); encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mather conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assess instrument and facilitated the assessment for both Fall 2016 and Spring 2017.

What are the Measures/Metrics used to assess effectiveness?

1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

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

The department had no formal process of assessment in place for any of the goals aside fror See next section (Results) for additional details.

What were the results?

1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategie such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts hav impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Mode Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduat research conference at James Madison University where one of our students presented hi research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish lear outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with ou assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical a Quantitative Reasoning assessment and align it with the established assessment rubric. assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

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

1. The department will continue to support the Dead Poet Society this coming year; will hav used some department funds to purchased promotional items such as stickers, water bot and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation research events
3. Continue to build expertise in department with the goal of hire students to support 3D pr efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitativ Reasoning.

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

Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, an conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroon studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Cha Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:

- Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 3 from the major ensemble list.
- Specify that only courses in which you earn a C or better will count towards satisfaction c

requirements for the major *and the minor*. (The current listing only specifies the major.)
- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evalua so each unique sophomore evaluation should be listed separately in the description of ea track/concentration.

Specify your Division/Department Actions Priorities/Plans.
Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern regior the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state condu festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz ban attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high schoo students participated in clinics, rehearsal and a performance at FSU
- James Reddan and Brent weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jaz Society which hosted the JAM weekend in April, 2017.
- Mark Gallagher, Brent Weber, and Gary Phillips judged the Washington County Solo and Ensemble Contest in March 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to c fresh, eye-catching posters for every event. They also sent out postcards to individuals i region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reco with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Conc the Fall and President's Concert in the Spring. Donors were invited to attend the concert free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the actior priorities
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le

to lab designation

What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed result based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacte university expressing interest in music. She then distributed this information to the instr specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017
  and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.

What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Departmen which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information fron Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxopho flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes di appear in the catalog due to oversight by the previous chair. We are currently working tc rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expa them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Mus Department budget and friends of music fund. New instruments and equipment in Pealer Ha a priority and we will view avenues to purchase these items. Reallocation from the departm budget may be possible due to savings from reduced Stage Crew salaries. We are also incre the budget for marketing materials so reach a greater audience and move us into the 21st century.

How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Gender Equity Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

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

What were the results?

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

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

Evidence, artifacts, and or back up documentation
2016 Office of Gender Equity Annual Report

2016 Office of Information Technology Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology's effectiveness and efficiency through business process

improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to dete greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar's Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and

warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

Tactic 2:1:2 – Integrate Student Information System (SIS) with Predictive Analytics Reportir (PAR) Framework.

Action Priority 2:2 – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

Action Priority 2:3 - Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

Action Priority 2:4 - Evaluate Customer Relationship Management (CRM) technologies witl enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate (opportunities.

Action Priority 3:1 – Augment the university's Learning Management System with additional tools to better s learning outcomes and the needs of learners.

Tactic 3:1:1 – Implement Voice Thread.

Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

Action Priority 3:2 – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium's (OLC) quality scorecard criteria to verif university compliance and support for online programs.

Action Priority 3:3 - In conjunction with Disability Support Services, develop and Impleme Accessibility and Usability Guidelines for courses that utilize the university's Learning Manag System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of desig courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, us various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us

requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

Action Priority 3:4 – Provide the technology and support needed to create reliable and effe classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classroor convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

Action Priority 3:5 – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies a needed.

Action Priority 3: 6 – Work with faculty and students to select learning management syste (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

Action Priority 4:1 – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologie and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown dis recovery site and evaluate how the FSU network segment and the stored data are protected

Action Priority 4:2 – Develop security awareness program and training for campus commu

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all fac and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to furth educate users.

Action Priority 4:3 – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit

requirements. This includes creating new policies as well as updating existing policies to me standards.

Action Priority 4:4 – Implement measures to protect confidential information from disclosu

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annu

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply w security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

Action Priority 4:5 – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are remove all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabiliti through program updates, anti-virus enhancements, and software restrictions.

Action Priority 4:6 – Strengthen the University's policies for controlling passwords and acc

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Action Priority 4:7 – Enhance network security standards.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessm documentation, and physical security mechanisms.

Action Priority 4:8 – Explore 3rd-party solutions to increase security for users with access t critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

Action Priority 5:1 – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.

Action Priority 5:2 – Automate manual processes.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

Action Priority 5:3 – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

Action Priority 5:4 – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

Action Priority 5:5 – Create centralized data and document repository for IT documentatio configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration inform

Action Priority 5:6 – Reduce manual, paper processes through electronic workflows and systems.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty tin sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improven

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

Action Priority 6:5 – Replace unsupported software and services.

Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

Action Priority 6:6 – Deploy critical services to cloud-based services.

Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.

Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.

Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.

Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

Action Priority 6:7 – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit w

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

What are the Measures/Metrics used to assess effectiveness?
1. Number of students, faculty, and staff using new platform.

2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.

2. The time to process manually vs. the automated process.

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

What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see v in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over t last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to le than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts w processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1. The mobile application software was purchased by eliminating the previously used softwa

since it was not being used. This also resulted in additional savings that was redirected tow other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not hav wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds ann meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

- Goal1
  - CollegeSchedulerScreenShotUsage
- Goal2

2016 Political Science Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Political Science
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or nc changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or n

new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metr
be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of
majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the ch
to the capstone course have been accepted in the governance curriculum change committee

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our n
assessment plan has been approved by the CLAS Assessment Committee

With regard to increasing participation in POSC and LASO internship programs, we will simpl
assess the numbers of students participating in those programs to see if they have increase

With regard to increasing POSC major enrollments, we will simply measure the number of P
majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-makir
the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of t
new plan and will submit it to the CLAS Assesssment Committee during the coming academi
year.

With regard to increasing participation in POSC and LASO internship programs, we did note
increase in the number of participants in the programs for the Spring and Summer semester
from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments
but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus

the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning obje and we will have to develop assessment exercises for that new objective. We will also be cre common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote m departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time a effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first departme meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings w
receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show
improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis
missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se
during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori
services at least 5 times during the semester. Measure change in grade from midterm warni
final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 University Police Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: University Police
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.

Specify your Division/Department Actions Priorities/Plans.

- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2

What are the Measures/Metrics used to assess effectiveness?

AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evide officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted ad the ration of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

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

AP 1 - We successfully procured the BWC's developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 9 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?

AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an of conduct. in that case a review of the contents of the captured BWC video resolved the issue Following implementation of the BWC program newspaper articles were published in the loca university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. T personnel costs are offset by the administrative fee charged for the service. Students now a able to have their required prints taken on site for the several programs which require them

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

AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostb Community Coalition. Additional BWCs and associated hardware and software were supporte financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required o program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employess sign up fingerprint those with an appointment. This program will continue into the future.

How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bo up goals to be pursued and command staff vet ideas through the patrol force to assess viabi and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

- AP 1
  - Special_Order__No_59 (1)
  - Special_Order_Index

2016-17 Philosophy Action Priority Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

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

1. **Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS…)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

   Supporting

   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

   Supporting

   - PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities**)**
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roc upgrade for Dunkle 205**

   Supporting

   - PHIL Strategic Goal #2 (Improve the learning experience for students and the teachin experience for faculty…)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

What are the Measures/Metrics used to assess effectiveness?
See Results below

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

What were the results?

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Philosophy Department Action Priorities (2016-17)

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

1. Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking anc ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS..
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program à-vis critical thinking for FSU's General Education Program. This initiative involved the follow actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize tl notion of critical thinking and to create a rubric instrument (see supporting material)
- Holding multiple calibration ("norming") sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each

semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res ("closed the loop");
- Assisting in writing the final report on the university's assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost's Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from th Provost's Office and Office of Assessment and Institutional Research (see supporting materia

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethi education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
    1. Philosophy Major
    2. Philosophy Minor
2. New Courses
    1. PHIL 100 Critical Thinking
    2. PHIL 310 Classics of Western Philosophy
    3. PHIL 498 Practicum in Philosophy
3. Number Changes for Existing Courses
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
4. Change of Catalog Descriptions
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
    3. PHIL 492 Internship Project in Philosophy
5. Delete Courses

1. PHIL 202 History of Philosophy: Ancient and Medieval
2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department's faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic progr review (2015), 2) the philosophy program's ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri is wholly consistent with the American Philosophical Association's *Statement on the Philosop Major*, which serves as the program's primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Stu Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (Univers Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals)

Status:On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closel the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major ob to the success of the philosophy program. These shortcomings inhibit instructional effectiver and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technol resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations t Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. S acquired furniture for the room, arranged to have the room painted, and had a white-board

installed (see supporting material). The room was utilized for multiple functions, throughout year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

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

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Completed

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

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philos at West Virginia University. (October 25, 2016) Over 100 members of the campus and loc communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization Americ police forces. (November 9, 2016) For this event, the Philosophy Department collaborate FSU's Law & Society Program and the Allegany County MD NAACP Chapter. See supportin material.
- Philosophy student Michael Bartholomewpresented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelsteir Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the ca and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FS Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake New Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated wit faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2 See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers a CLAS Undergraduate Research Symposium. (May 5, 2017)Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. 24, 2017)

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

How was this plan and results conveyed to your Division/Department?
The Philosophy Department's Strategic Goals and Action Priorities were formulated through collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departn members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co

(Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar to recruit and retain candidates.
- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished initiatives.
- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr

an update on this past year's efforts to increase enrollment.

- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

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

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation

No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report

Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of t College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur social, and economic development in Western Maryland, the region, and the state. (Aligns w University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T department worked on the plan in early Spring 2017 but the document was not finalized anc department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus

the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?

The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources w allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

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

All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato

with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improver with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

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

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

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- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improver with regard to specific union operations, policies, and procedures.

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- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a

was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp

lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 seme This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal reso reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Cente associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pc table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources

(approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for

continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?
1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per pro and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in sp utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sh with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results collected on a yearly basis for all new faculty. The chair develop faculty improvement plans w individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification progran The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w

to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation
No items to display.

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures

Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialtie new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections tha cross-listed with HIST 489/490 Special Topics in History sections and taught by History facul

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction t World Religions sections and by participating in the International Studies Steering Committe

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environm and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in W History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing ID 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and teacl IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Va the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment r in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course HIST 434 Women in the United States, and for changes in title and/or description for the foll HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster tau IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 49(Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the firs in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, wh will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- f first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grar

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual I Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
We await the determination of the university's new strategic plan before creating our depart plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing results been regularly discussed at our monthly department meetings throughout the academic yea

Evidence, artifacts, and or back up documentation
No items to display.

Brady Health Center 2016-2017 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.
1.1 100% of international students will complete all required health and immunization scree by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus

1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?

1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

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

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"

3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?

1.1 Fall 2016 had 98% of International students completing all required health and immuni screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents adn also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their pr after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page sill has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor wh doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior He Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Sprin Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

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

1.1 International student compliance with health and immunization screening is always a pr due to the risk of communicable disease transmission on our campus from a student arriving a high risk country. J-1 visiting scholars are now added to the group who are screened at th recommendation of the Center fro International Education and the health center board of dir

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional h to the nurse to be out of the clinic for presentations. Also hired new contractual dietician wh more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for requ health information as well as attend Freshman orientation as previously done every summer Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be conside

2.2 We will continue to encourage IT to move our new web page to live production as well a continue to update and make changes as indicated by staff, student and parent input

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center

3.2 Athletic training students are still planning to observe in the health center and there sho be sophomores and seniors again then next year only sophomores will ne observing.

How was this plan and results conveyed to your Division/Department?
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in Jan 2017; annual report provided to VP of Student Affairs

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the P program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit

mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-co reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continu discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bc committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.

Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i

order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centere assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodc researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior

Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b

annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map

Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu

and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics

additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to co sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for grou work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. Genera policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectio 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle

as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peri in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collab stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff f

was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided tra on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a preser on the Library's newly revised webpages for ILLiad, the users' interface for requesting ite through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orienta and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

  - Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
  - Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
  - Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
  - Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
  - Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess

organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Li Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented b several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futu conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical

services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loca historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when han the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those

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Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe

necessary; identify need for new policy statements and draft appropriate language for inclus
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar
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No additional resources have been allocated in order to conduct this assessment or as a resu
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G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional
in binding and purchasing supplies for repairing items. The larger drain on resources was rel
to personnel. All staff members, including the Library Director, were assigned to work in tea
average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi
the equivalent of one day per week dedicated to working in the Stacks collection instead of
regular work responsibilities. In addition, staff were assigned to the two-person teams in an
attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMa
the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3
from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department
Library Services Supervisor compiles the updated subscription costs for all periodicals from t
publishers and vendors, based on current cost and the 7% increase for inflation. As stated e
the cost of periodical and database subscriptions increases annually, an equal percentage of
Library's operating budget must be redistributed to cover the subscriptions. Since the Librar
operating budget does not increase, an increase in the funds allocated to pay for periodicals
serials results in a necessary decrease in the funds allocated to academic departments to se
monographs to support their curriculum and research. In FY 2017, as reported in the results
Library increased its ongoing subscription costs approximately $3000 by converting print jou
to online, and initiated a new service, Kanopy to provide students and faculty access to strea
video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and
reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate th
the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development
activities.

All staff development opportunities offered on the FSU campus were free and other than
personnel time to attend the activities, did not require resources to be allocated in order to
achieve results. Travel funds totaling approximately $11,900 were expended from the Libra
operating budget to support staff development opportunities off campus, such as conference
meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg
initiatives.

No additional resources have been allocated in order to support these activities other than h
of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

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G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Publications FY17 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production

    - Streamline catalog editing procedures

        - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
        - Produce undergrad catalog utilizing new procedure

5. Begin preparing fundraising campaign materials

- Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:

- Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
- Campaigns started mid-October, concluded June 2

- 128,191 emails sent
- 23% open and 23% clicks

3. Inauguration materials:

- An attractive and coordinated set of materials was created including invitation packag evites, Save the Date postcards, programs, signage (some in compressed time) and n on time.

4. Undergrad catalog production:

- Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:

- Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

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

Impact on operations and focus for upcoming year:

1. Website:

- Because the site has been launched, CommMedia staff involved with the creation of the n site (design of site, design and creation of all new marketing pages - content, images anc design) can focus time and efforts on regular responsibilities.
- We can move forward with helping to build or migrate our own division's web pages.
- Marketing & Branding funds used for web content writing can be reallocated to other mar efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platfo that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,00(saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundar efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as tl campaign revs up.

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

Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia s at monthly staff meetings.

Evidence, artifacts, and or back up documentation

Academic Program page checklist

Marketing Page Tracker

Frostburg Strategic Goal #2: Enhance facilities and the campus environment in order to support and reinforce student learning.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

2.1: Implement systematic process to gauge customers' perceptions of quality and ne with respect to the management and maintenance/renovation of facilities.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.1: Implement systematic process to gauge customers' perceptions of quality and ne with respect to the management and maintenance/renovation of facilities.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.1: Learning environment strategies.

Start: 7/1/2016

End: 6/30/2017
Progress:

Action Priority

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen

success and retention.

- Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and

Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.

- Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment ar Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the f 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curr
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.
1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize s distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered st contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START

students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t
100% of students with 3 or more course concerns were emailed invitation for CAAR
academic counseling session. 13 students attended an academic coaching session with
counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student
attended a coaching session with CAAR counselors to discuss MTW. This is up from less
10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or
removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But
records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview.
inquires were made to advisers to check on potential errors. Only 2 schedules needed t
adjusted. All other concerns were reviewed and explained by either anticipated AP cred
SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f
evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and
administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12 students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointly larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

How was this plan and results conveyed to your Division/Department?
Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previc year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tut

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni
who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s
grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent
w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir
services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used
tutoring services at least 5 times during the semester. Measure change in grade from
midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an 2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
1.1 - While we always strive to increase the number of students served through tutorin are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.1: Management and Maintenance/Renovation of Facilities

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Implement systematic process to gauge customers' perceptions of quality and needs with re to the management and maintenance/renovation of facilities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.2: Academic Needs

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Implement a systematic process to gauge needs with respect to the academic environment.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.2: As per the BOR, maintain effective use of resources with the target of investing a least 2% of replacement costs to state-funded facilities' renewal.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
As per the BOR, maintain effective use of resources with the target of investing at least 2% of replacement co state-funded facilities' renewal.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.2: Implement a systematic process to gauge needs with respect to the academic environment.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.3: As per the MFR, maintain effective use of resources with the target of investing a least 2% of replacement costs to state-funded facilities' renewal. Maintain effective u resources for application to the maintenance/renovation of auxiliary build

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.3: Maintain Effective Use of Resources

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
As per the MFR, maintain effective use of resources with the target of investing at least 2% replacement costs to state-funded facilities' renewal. Maintain effective use of resources for application to the maintenance/renovation of auxiliary buildings that will include an allocatio structure similar to that of state funded facilities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.3: Provide annual updates on progress towards goals in respect to the University's sustainability initiatives, waste minimization, landscape improvements, and other initiatives consistent with Frostburg's mission.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Provide annual updates on progress towards goals in respect to the University's sustainability initiatives, waste minimization, landscape improvements, and other initiatives consistent with Frostburg's mission.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.4: Continue lobbying efforts to move through the Maryland Capital Budget Pipeline t design and construction of new buildings for University Police, EDUC/Health Science, College of Business, and a Residence Hall.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Continue lobbying efforts to move through the Maryland Capital Budget Pipeline the design and construction of buildings for University Police, EDUC/Health Science, the College of Business, and a Residence Hall.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.4: Provide updates on progress towards goals outlined in the Facilities Master Plan respect to the university's sustainability initiatives including Energy Star procuremen waste minimization, landscape improvements, and other initiatives consistent...

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.4: Updated Sustainability Initiatives

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Provide updates on progress towards goals outlined in the Facilities Master Plan in respect to following sustainability initiatives:

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.5: Identify funding for the acquisition, installation, and maintenance of the most

advanced technological infrastructure, hardware and software across campus.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Identify funding for the acquisition, installation, and maintenance of the most advanced technological infrastru hardware and software across campus.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.5: On the President's budget website, continue to provide annual updates on the us funds for maintenance/renovation of auxiliary buildings and on allocation of student and other funds for athletic and other capital improvements.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.5: Provide Updates on Maintenance and Renovations

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
On the President's budget website, continue to provide annual updates on the use of funds f maintenance/renovation of auxiliary buildings and on allocation of student fees and other fu for athletic and other capital improvements

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.6: Complete by June 2016, strategic space utilization plan that directs the apportior and retrofitting of vacated spaces after the opening of CCIT.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Complete by June 2016, strategic space utilization plan that directs the apportionment and retrofitting of vacat spaces after the opening of CCIT.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.6: Continue lobbying efforts to move through the Maryland Capital Budget Pipeline t design and construction of new buildings for University Police, EDUC/Health Science, the College of Business, and a Residence Hall.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.7: Secure funding for the appropriation and installation of the most advanced technological infrastructure, hardware and software in CCIT and across campus.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.8: Implement by May 2014, a strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify program bottlenecks and develop corrective actions.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Assessment: Examine goals, outcomes, and assessments of General Education cour and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, adminis units, student groups on campus, the Frostburg community, off-campus professiona

and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking an degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Langua has unique staffing needs. We have critical areas that must be addressed in terms o workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 3(level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in ord ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program revi materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle State standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all facul learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportu including Study Abroad, after-school programs, the Shakespeare Festival, and internshi

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department commit and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollm compared to the number of students taking certain classes in recent years. Through th comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all se of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their depa stipend to present research at conferences. In order to track our achievements in mor detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this trackin service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborati work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the rel programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the numbe students who pass their classes in ENGL and MDFL. In order to determine if we are effe at recruiting majors and minors in MDFL, we track our numbers in the majors and minc from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before th

semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized an placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform accordinc the course outcomes. These data are analyzed by the chair of the committee and pres to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the ca a discrepancy) determine how well the portfolios perform according to the course outcc These data are analyzed by the chair of the committee and presented to the departmer during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the pc results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provos Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in e class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature c rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assi tracks the number of professors who apply for a department stipend throughout the ye (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availa of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point Student recruitment initiatives themselves are not assessed other than looking at overa

increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair a members of CIE, who serve as advisors to our international students follow these numb closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty mem have to go on overload or more adjunct professors have to be hired, we do not conside these situations as effective. In addition, when a faculty member retires with a particu specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watc fluctuations in the ratio between part-time and full-time faculty as well as the number o overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to a assessment tool. We created an assessment tool and read portfolios, following a proce similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this the committee has decided to explore ways to change our current assessment tool to o that works with the GEP assessment of our 300-level writing classes. By doing so, we able to track progress that students make in meeting the goals and outcomes over mul semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sectio 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both th and the spring using the guidelines given to us by the Provost's Office. We successfully gathered data and reported it to AIR.

The department's Assessment Committee revised the Capstone rubric based on the abi measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey fo majors, which was distributed in the Capstone class and adapted from the MLA exit sur for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cours

that courses would be offered less frequently in order to fill. They also eliminated ENGI because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentrati change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC p the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the sam material as the eliminated 6.This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit h

Concentration- Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores fron visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer's com as well as the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost's Office, this clas not a viable option this time around. Specifically, the instructors completing the assess were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursemer those who presented research at conferences. We also began to track the number of e type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments acro campus, our department houses the Center for Literary Arts, many interdisciplinary mi and the advisors for student organizations. These opportunities allow us to work with r on and off campus.

In addition to having representatives at all Open Houses (including the early session fr 10), the department created a 3-person student recruitment committee to target prosp and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection betwee them and the department in an attempt to persuade them to attend FSU. They also re data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, r professors are a part of the listservs for their professional organizations and/or serve o advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to w our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of America culture.

We worked diligently to follow up with students who took the online placement test. Th discussions with the coordinator of international studies and faculty in the music progra we found some ways to meet the demands for French classes. However, due to staffin needs, we had to concede that the music department could no longer sustain its track i French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly pas curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the de we determined the need for three more PIN positions. We were told that only retiring f members would be replaced, so we only submitted a request for Linguistics. However, began to draft the PIN request for a journalism professor, and we also need another PI advanced

How have the results impacted operations (if at all) including 1) What is the f

for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment comm will use the data from the 101, 308, and Capstone assessments and make changes tha improve the assessment process. For instance, we are moving toward a rubric that wil us to measure student learning outcomes not just in specific classes but from freshmar junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand ou tracking of the types of professional development activities in which our faculty particip also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those rec than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and fo preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try th same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, includ tracking faculty members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is t to adopt them. Once they are passed, various members of the department are asked a volunteer to help the department achieve these items. The annual department retreat September focuses on these action priorities in order to set the tone for the academic y

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fundinc (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State

which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

2.c.: Enhance classroom instructional environment to support improved student learn
Start: 7/1/2016

End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degre which prepares candidates for work in the Visual Arts and/or advanced studies in gradu school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, a candidate needs.

Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate t national expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinking in line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solv skills;
- To provide degree candidates with professional applications of classroom instruction
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professior interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minc Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offeri a professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, gra design, illustration, art education, art history and fine arts shall aid in the recruitment a retention of students as well as provide them with marketable professional level portfol and strong experiential experiences. With its programmatic offerings, Stephanie Roper Gallery and community outreach, the department shall continue to function as a drivinc in the visual arts and serve as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institu initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab ass are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require buc increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electror materials for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarsh grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegar County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerst Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who ar completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to par in departmental planning and departmentally sponsored professional development events and progra

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to

national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thin in line with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann R Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geog race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community thro group shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and othe location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio review

To meet state and regional needs in K-12 arts education by providing well trained B.F.A M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutio initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classr

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Depart of FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show a Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department neec require budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Faceboo presence is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional prin electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations Allegany County School District, Allegany Arts Council, Allegany College of Maryland, G College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in who are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Educati degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
The Department of Visual Arts will be reviewing and updating its vision and action prior in light of the forthcoming Mission Statement and plan for the university-at-large. We h created a committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

    1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%
       Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing ne of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.

20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either me not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

        1. Goal Met – Permanent members appointed and by-laws provided to all membe Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

        1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

        1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

        1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workload working RN. Students are able to complete 30 hours prior to the start of the to spread out the hours, online MD responds can be completed (Online Trainin and a teaching project is now required to ensure course goals a met. All of th options allow students to spread out the required 135 hours in unique and wo adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing ne of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings

2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

    1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

    1. Goal Met
    Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
    - Strategic Goals 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fundinc (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca

year.

Evidence, artifacts, and or back up documentation
No items to display.

Advance: CCIT
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: Administration and Finance

Documentation
Storyboard

Data from Baseline

Responsible Roles:

Advance: Program Review/Assessment
Start: 9/1/2013
End: 6/30/2015
Progress: Ongoing

Action Priority
Student and Educational Services- Program Review Process

What we want:

Programs to being reviews in the current academic year: Student Conduct System, Residen Staff Selection & Training, Tutoring Center

Data and completed review from participating program coordinators must be posted on Cam Labs/Compliance Assist.

Feedback from programs that completed the reviews to improve the process.

Providing Department: Student Affairs

Documentation
Storyboard
SES Program Review

Data from Baseline

Responsible Roles:

Advance: Technology Planning
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: Administration and Finance

Documentation
Storyboard

Data from Baseline

Responsible Roles:

Advance : Renovations in Cambridge Hall
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: Administration and Finance

Documentation
Storyboard

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;

- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and s as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat

for recruitment.

- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g

shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location or off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interv and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the

Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie participate in departmental planning and departmentally sponsored professional developmer events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper

Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities light of the forthcoming Mission Statement and plan for the university-at-large. We have cre committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track anc storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?

Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation

2016-2017 Theatre & Dance SP final report

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h

unique staffing needs. We have critical areas that must be addressed in terms of fair wor
and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi
Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev
composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to
ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review
materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star
#12, the English and FLL Department will provide the requested data for assessment of ENG
in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil
how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities
including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi

learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavo the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations in ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mor presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
    - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the changes the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asses for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective anc incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, ar Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outcc not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes

covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across discipl and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which de

some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

Specify your Division/Department Actions Priorities/Plans.

- AP1. Actively monitor and follow-up on Beacon alerts.(Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own spac (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own loc year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professic sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?

- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)

- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

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

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compa change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Be Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Go
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mo number of years of service ###.(Goal 3)

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

- AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)
- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additiona resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goa
- AP4. New Cardio Equipment has generated excitement among the campus community. N additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain o better coaches. We will need to be willing to make retention adjustments to salaries wher needed (Goal 3)

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

These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Auxiliary Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?
- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each sta as well at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?
- AP1- The meal equivalency start time was moved up to correspond to class scheduled tim This allowed customers to get in the Station sooner and reduced the back log. Customer surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 ye high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

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

- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -

CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, go setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen attending session were given probation materials, and survey instrument. Two students wer identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended a presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR. least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learni specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio

Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

- ASN Targeted IInterventions
- ORIE Course Evaluaiton 2168 - Results

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019)
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future prograr
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members

2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning proc
**Enhance student recruitment and retention efforts. (Aligns with University Strat
Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and**

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.
    **Promote and support activities of educational distinction. (Aligns with Unive
    Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi
    Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog
.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth c Knowledge.

    1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.
    **Recruit and retain diverse and talented faculty and staff. (Aligns with Univer
    Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #
    #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical for ou Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 ar Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 ar #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studer retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to asse each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program

1. By end of fall 2016, all of the MSN courses will be certified by QM™

    1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M

    1. Waiting for CCNE approval by 10/31/2016

        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accredita granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016

        1. Goal Met – 3 students piloted and remain in the program.

    2. Accept first cohort of students spring 2017

        1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown C Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

    1. Submit program proposal fall 2016

        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

        1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro

    1. Goal Met – Two new grants awarded totaling over $4 million to support the implement of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

1. Goal Met- Recruitment in PA was added to the current marketing plan for executior AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

   1. Ongoing.

      1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

      1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

   1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth c

Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

    1. Goal Met – The course has been re-designed and the practicum hours are being off to students in a variety of settings and formats to reduce the workload on a workin Students are able to complete 30 hours prior to the start of the course to spread o hours, online MD responds can be completed (Online Training), and a teaching proj now required to ensure course goals a met. All of these options allow students to s out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

    1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle State accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, a #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. The was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until the n

catalog year or supplement is published.

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

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in plac the coming AY (2017/2018) as many are still in progress and some will become more of a pr such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fi resources, and staffing needs (DoN Goal #7) as new programs are added and being planned the next AY. Resources were obtained through two grant proposals that were awarded July 2017 that total over $4 million to support the implementation of the NP program and the pla of the DNP program.

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

The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

Department of Nursing

- Strategic Goals 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL
- Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report

Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.

- AP 1- Increase coverage of surveillance cameras on campus and migrate all existing cam to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?

AP1 - How many cameras were added, are they all on the enterprise system?

AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purch the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation

- Capture1
- FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Finance Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Decrease the University's turnover rate for salary and benefited positions so that th turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?

- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

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

- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?

- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased tc 1.2%.

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

- AP1- For FY 2018 the University was not able to continue with the reduction in the turnov rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budge reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and ag the goal was attained. Resources were reallocated to meet this goal and a high level of p was placed on the facility renewal of the campus.

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

- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted o campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of th budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation

- AP1
  - Object 01 summary for WB book fY2016
  - Object 01 summary for WB book fY2017
  - Object 01 summary for WB book fY2018
- AP2

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.

1. Established a student social club (The Dead Poets Society) that met weekly; actively mar a departmental Facebook page; met with calculus classes in local area schools; participat Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491); encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mather conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assess instrument and facilitated the assessment for both Fall 2016 and Spring 2017.

What are the Measures/Metrics used to assess effectiveness?

1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

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

The department had no formal process of assessment in place for any of the goals aside fror See next section (Results) for additional details.

What were the results?

1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategie such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts hav impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Mode Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduat research conference at James Madison University where one of our students presented hi research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish lear outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with ou assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical a Quantitative Reasoning assessment and align it with the established assessment rubric. assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

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

1. The department will continue to support the Dead Poet Society this coming year; will hav used some department funds to purchased promotional items such as stickers, water bot and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation research events
3. Continue to build expertise in department with the goal of hire students to support 3D pr efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitativ Reasoning.

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

Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, an conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroon studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Cha Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:

- Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 3 from the major ensemble list.
- Specify that only courses in which you earn a C or better will count towards satisfaction c

requirements for the major *and the minor*. (The current listing only specifies the major.)
- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evalua so each unique sophomore evaluation should be listed separately in the description of ea track/concentration.

Specify your Division/Department Actions Priorities/Plans.
Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern regior the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state condu festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz ban attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high schoo students participated in clinics, rehearsal and a performance at FSU
- James Reddan and Brent weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jaz Society which hosted the JAM weekend in April, 2017.
- Mark Gallagher, Brent Weber, and Gary Phillips judged the Washington County Solo and Ensemble Contest in March 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to c fresh, eye-catching posters for every event. They also sent out postcards to individuals i region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reco with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Conc the Fall and President's Concert in the Spring. Donors were invited to attend the concert free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the actior priorities
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le

to lab designation

What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed result based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacte university expressing interest in music. She then distributed this information to the instr specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017
  and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.

What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Departmen which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information fron Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxopho flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes di appear in the catalog due to oversight by the previous chair. We are currently working tc rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expa them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Mus Department budget and friends of music fund. New instruments and equipment in Pealer Ha a priority and we will view avenues to purchase these items. Reallocation from the departm budget may be possible due to savings from reduced Stage Crew salaries. We are also incre the budget for marketing materials so reach a greater audience and move us into the 21st century.

How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology's effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to dete greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar's Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

Tactic 2:1:2 – Integrate Student Information System (SIS) with Predictive Analytics Reportir (PAR) Framework.

Action Priority 2:2 – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

Action Priority 2:3 - Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

Action Priority 2:4 - Evaluate Customer Relationship Management (CRM) technologies witl enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate C opportunities.

Action Priority 3:1 – Augment the university's Learning Management System with additional tools to better s learning outcomes and the needs of learners.

Tactic 3:1:1 – Implement Voice Thread.

Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

Action Priority 3:2 – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium's (OLC) quality scorecard criteria to verif university compliance and support for online programs.

Action Priority 3:3 - In conjunction with Disability Support Services, develop and Impleme Accessibility and Usability Guidelines for courses that utilize the university's Learning Manag System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of desig courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, us various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

Action Priority 3:4 – Provide the technology and support needed to create reliable and effe classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classroor convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

Action Priority 3:5 – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies a needed.

Action Priority 3: 6 – Work with faculty and students to select learning management syste (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

Action Priority 4:1 – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologie and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown dis recovery site and evaluate how the FSU network segment and the stored data are protected

Action Priority 4:2 – Develop security awareness program and training for campus commu

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all fac and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to furth educate users.

Action Priority 4:3 – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to me standards.

Action Priority 4:4 – Implement measures to protect confidential information from disclosu

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annu

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply w security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

Action Priority 4:5 – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are remove all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabiliti through program updates, anti-virus enhancements, and software restrictions.

Action Priority 4:6 – Strengthen the University's policies for controlling passwords and acc

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Action Priority 4:7 – Enhance network security standards.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessr documentation, and physical security mechanisms.

Action Priority 4:8 – Explore 3rd-party solutions to increase security for users with access t critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

Action Priority 5:1 – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.

Action Priority 5:2 – Automate manual processes.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

Action Priority 5:3 – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

Action Priority 5:4 – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

Action Priority 5:5 – Create centralized data and document repository for IT documentatio configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration inform

Action Priority 5:6 – Reduce manual, paper processes through electronic workflows and systems.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty tin sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improven

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

Action Priority 6:5 – Replace unsupported software and services.

Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

Action Priority 6:6 – Deploy critical services to cloud-based services.

Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.

Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.

Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.

Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

Action Priority 6:7 – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit w

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

What are the Measures/Metrics used to assess effectiveness?

1. Number of students, faculty, and staff using new platform.

2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.

2. The time to process manually vs. the automated process.

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

What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see v in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over t last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to le than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts we processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1. The mobile application software was purchased by eliminating the previously used softwa since it was not being used. This also resulted in additional savings that was redirected tow other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not hav wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds ann meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

- Goal1
  - CollegeSchedulerScreenShotUsage
- Goal2

2016 Political Science Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Political Science
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or nc changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or n new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metr be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the ch to the capstone course have been accepted in the governance curriculum change committee

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our n assessment plan has been approved by the CLAS Assessment Committee

With regard to increasing participation in POSC and LASO internship programs, we will simpl assess the numbers of students participating in those programs to see if they have increase

With regard to increasing POSC major enrollments, we will simply measure the number of P

majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-makir the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of t new plan and will submit it to the CLAS Assesssment Committee during the coming academi year.

With regard to increasing participation in POSC and LASO internship programs, we did note s increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning obje and we will have to develop assessment exercises for that new objective. We will also be cre common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote m departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time a effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first departme meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings v receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori services at least 5 times during the semester. Measure change in grade from midterm warni final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all t
to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 University Police Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: University Police
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2

What are the Measures/Metrics used to assess effectiveness?
AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evide
officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted ad the ration of FSU students printed to other
members of the community demonstrates that this initiative is meeting a need.

The process of assessment per Action Plan: How were the results assessed?
AP 1 - We successfully procured the BWC's developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 9
individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?
AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an of
conduct. in that case a review of the contents of the captured BWC video resolved the issue

Following implementation of the BWC program newspaper articles were published in the loca university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. T personnel costs are offset by the administrative fee charged for the service. Students now a able to have their required prints taken on site for the several programs which require them

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

AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostb Community Coalition. Additional BWCs and associated hardware and software were supporte financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required o program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employess sign up fingerprint those with an appointment. This program will continue into the future.

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

FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on bo up goals to be pursued and command staff vet ideas through the patrol force to assess viabi and buy in.

The status of programs and initiatives are relayed through these meetings, more importantly we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

- AP 1
  - Special_Order__No_59 (1)
  - Special_Order_Index

2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

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

1. **Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS…)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities**)**
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roc upgrade for Dunkle 205**

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teachin experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

What are the Measures/Metrics used to assess effectiveness?
See Results below

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

What were the results?

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Philosophy Department Action Priorities (2016-17)

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

1. Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking anc ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS..
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program à-vis critical thinking for FSU's General Education Program. This initiative involved the follow actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize tl notion of critical thinking and to create a rubric instrument (see supporting material)
- Holding multiple calibration ("norming") sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res ("closed the loop");
- Assisting in writing the final report on the university's assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost's Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from th Provost's Office and Office of Assessment and Institutional Research (see supporting materia

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethi education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular

changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
    1. Philosophy Major
    2. Philosophy Minor
2. New Courses
    1. PHIL 100 Critical Thinking
    2. PHIL 310 Classics of Western Philosophy
    3. PHIL 498 Practicum in Philosophy
3. Number Changes for Existing Courses
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
4. Change of Catalog Descriptions
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
    3. PHIL 492 Internship Project in Philosophy
5. Delete Courses
    1. PHIL 202 History of Philosophy: Ancient and Medieval
    2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department's faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic progr review (2015), 2) the philosophy program's ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri is wholly consistent with the American Philosophical Association's *Statement on the Philosop Major*, which serves as the program's primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy St Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (Univers Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals)

Status:On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closel the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major ob to the success of the philosophy program. These shortcomings inhibit instructional effectiver and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technol resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations t

Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. S acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

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

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Completed

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

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philos at West Virginia University. (October 25, 2016) Over 100 members of the campus and loc

communities attended. See supporting material.

- A public screening of the documentary *Do Not Resist* addressing the militarization Americ police forces. (November 9, 2016) For this event, the Philosophy Department collaborate FSU's Law & Society Program and the Allegany County MD NAACP Chapter. See supportin material.
- Philosophy student Michael Bartholomewpresented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelsteir Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the ca and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FS Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake New Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated wit faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2 See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers a CLAS Undergraduate Research Symposium. (May 5, 2017)Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. 24, 2017)

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

See Results above.

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

The Philosophy Department's Strategic Goals and Action Priorities were formulated through collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departn members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar to recruit and retain candidates.
- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished initiatives.
- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working c program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr an update on this past year's efforts to increase enrollment.
- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

How was this plan and results conveyed to your Division/Department?
Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation
No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of t College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur social, and economic development in Western Maryland, the region, and the state. (Aligns w

University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T department worked on the plan in early Spring 2017 but the document was not finalized anc department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improve with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

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

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
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- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi
- Focus Groups with Patrons will identify opportunities to improve.

- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 seme This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program t meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as c usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resou reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the po table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w

identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy

faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

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

1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per pro and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in sp utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sh with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results collected on a yearly basis for all new faculty. The chair develop faculty improvement plans w individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning

Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification prograr The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

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

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

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

The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation

No items to display.

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.

1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestion fewer survey courses, more topics courses and a tiered approach; and to highlight specialtie new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections tha cross-listed with HIST 489/490 Special Topics in History sections and taught by History facul

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction t World Religions sections and by participating in the International Studies Steering Committe

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environm and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in W History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing ID 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and teacl IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SP faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Va the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment r in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new cours HIST 434 Women in the United States, and for changes in title and/or description for the foll HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster tau IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 49 Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A.

Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the firs in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, wh will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- fo first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grar

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual I Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

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

We await the determination of the university's new strategic plan before creating our depart plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new

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

This plan was created and approved by the department in August 2016; its ongoing results h been regularly discussed at our monthly department meetings throughout the academic yea

Evidence, artifacts, and or back up documentation

No items to display.

Brady Health Center 2016-2017 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.

1.1 100% of international students will complete all required health and immunization scree by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus

1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?

1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

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

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"

3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?

1.1 Fall 2016 had 98% of International students completing all required health and immuni screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dieticiar

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents adn also reduced risk of completed form getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their pr after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page sill has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor wh doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior He Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Sprin Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

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

1.1 International student compliance with health and immunization screening is always a pr due to the risk of communicable disease transmission on our campus from a student arriving a high risk country. J-1 visiting scholars are now added to the group who are screened at th recommendation of the Center fro International Education and the health center board of dir

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional h to the nurse to be out of the clinic for presentations. Also hired new contractual dietician wh more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for requ health information as well as attend Freshman orientation as previously done every summer Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be conside

2.2 We will continue to encourage IT to move our new web page to live production as well a continue to update and make changes as indicated by staff, student and parent input

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center

3.2 Athletic training students are still planning to observe in the health center and there sho be sophomores and seniors again then next year only sophomores will ne observing.

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

Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in Jan 2017; annual report provided to VP of Student Affairs

Evidence, artifacts, and or back up documentation

No items to display.

College of Liberal Arts and Sciences

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including I outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?
Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the P program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is

changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-cou

reassigned time each semester to serve as Director of the multimedia Learning Center which serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry

Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continu discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bc committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?

Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

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

For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.
Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult

staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal

and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost p article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;
- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;
- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i order to increase the amount and types of technology that support student learning;
- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;
- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;
- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library’s participation in the University of Maryland’s Digital Systems and Stewardship Historic MD Newspaper Project Grant;
- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden

three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;
- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activitie within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centere assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodo researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe

created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal I Map images; worked closely with the administrators overseeing the College of Education's Ed program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b. annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semes

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Adminis and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of

faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to c sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libra

liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for grou work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary

summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. General policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. Since the data is still being collected, the results are incomplete at this time.

- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric

in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff f was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided tra on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a preser

on the Library's newly revised webpages for ILLiad, the users' interface for requesting ite through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orienta and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

- Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
- Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
- Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
- Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
- Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Li Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towsor University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented b several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair f CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futur conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loca historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when han the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th

coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee

with specific faculty groups. In September 2016, the Library Director was invited to attend tl first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed

attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library’s collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional in binding and purchasing supplies for repairing items. The larger drain on resources was rel to personnel. All staff members, including the Library Director, were assigned to work in tea average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi the equivalent of one day per week dedicated to working in the Stacks collection instead of regular work responsibilities. In addition, staff were assigned to the two-person teams in an attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMac the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3 from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department Library Services Supervisor compiles the updated subscription costs for all periodicals from t publishers and vendors, based on current cost and the 7% increase for inflation. As stated e the cost of periodical and database subscriptions increases annually, an equal percentage of Library's operating budget must be redistributed to cover the subscriptions. Since the Librar operating budget does not increase, an increase in the funds allocated to pay for periodicals serials results in a necessary decrease in the funds allocated to academic departments to se monographs to support their curriculum and research. In FY 2017, as reported in the results

Library increased its ongoing subscription costs approximately $3000 by converting print jou to online, and initiated a new service, Kanopy to provide students and faculty access to strea video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate tho the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

All staff development opportunities offered on the FSU campus were free and other than personnel time to attend the activities, did not require resources to be allocated in order to achieve results. Travel funds totaling approximately $11,900 were expended from the Libra operating budget to support staff development opportunities off campus, such as conference meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailed

the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Frostburg Strategic Goal #3: Increase student quality, institutional retention and gradu rates while encouraging baccalaureate students to graduate within a four-year time fra

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

2.1: Learning environment strategies.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Enhance the quality of academic advising and assessment thru benchmarking and by incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department Chairs
- Facilitate and support the advancement and development of faculty and staff, including teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and

technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.

Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
    - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
    - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
    - Unit: Provost, Deans, and Center for Teaching Excellence
    - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
    - Unit: Provost, Dean, Library Director
    - Results: Due to interim positions no significant progress.

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
    - Unit: Interim Provost's Designee Associate Provost and Director of Assessment ar Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
    - Unit: Academic Affairs in collaboration with other Divisions
    - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
    - Unit: Provost, Deans, Department Chairs
    - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
    - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
    - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the fo 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase numbe academic coaching sessions with first-year students with Freshman Progress Survey co and mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selectio

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; howeve other course evaluations are conducted online. The instrument will be redesigned for Fa 2016 and implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new acad counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participa academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midter warnings and contact such students to participate in academic coaching sessions and referred services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit and accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of stu registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigr administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student servic Provost's office to offer two academic recovery sessions during the first week of fall and spring semeste all students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize su distributed at Academic Recovery Workshops to contact students and make referrals based on their resp

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is ge specifically towards helping students on academic probation / warning with study skills, time manageme setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the positions.

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money need to be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple more than 3) courses with concerns are contacted by CAAR and invited to attend acade coaching sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coac sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered stu contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distribute every attendee at each workshop. Identify at least two students who have recovered from academic pro and recruit them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end o add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions either meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number c students who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendatio summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with

employees to assign roles and projects.

The process of assessment per Action Plan: How were the results assessed?
1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invitation.

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters ident

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START students enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?
1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving t 100% of students with 3 or more course concerns were emailed invitation for CAAR academic counseling session. 13 students attended an academic coaching session with counselors for FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 student attended a coaching session with CAAR counselors to discuss MTW. This is up from less 10 recorded students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or removed

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But records about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. inquires were made to advisers to check on potential errors. Only 2 schedules needed t adjusted. All other concerns were reviewed and explained by either anticipated AP cred SOFI enrollment, major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review f evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administered the survey during the first two weeks of December(closed on Dec 12, 20

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months sooner than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All students attending session were given probation materials, and survey instrument. Two students were identified by Dr. Terri Massie-Burrell as model probation recovery studen Each attended and presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule were emailed the evening or following day after their workshop an offer of assistance fr CAAR. At least 5 students visited CAAR such assistance. 65 PW students were referred PASS learning specialist for learning strategy and workload management support. All P students were emailed an offer of assistance in forming their academic recovery plan. 7 students attended an workshop to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sections, therefor also increasing the number of students enrolled. Spring 2016 = 12

students Spring 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Miche House hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected d date. Each counselor has taken a lead in CAAR initiatives while also collaborating jointl larger CAAR projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, an Introduction. Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreac academic coaching, drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forwarded to advisers within week 4 of the fall semester. CAAR needs to identify a bett system for recording the outcomes of our interventions. No impact on resource allocati

2. CAAR will continue to conduct scheduling audits, but will need to construct an impro record keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as oppos paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for working with students on Academic Probation and Warning may be forth coming. CAAR continue to collaborate within the Academic Success Network to support students in ne Academic Recovery. No impact on resource allocations, for students pay a course fee fo START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of t new counselors, more students have been served by CAAR and our outreach has expan beyond first-year students. CAAR must now explore better ways of recorded our outrea and students contacts now that more team members are involved. Enhancement funds granted to FSU in support of college completion efforts. A portion of these enhancemen funds were devoted to hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Pr Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

ASN Targeted IInterventions

ORIE Course Evaluaiton 2168 - Results

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to incr the number of students who use tutoring services each semester, compared with previc year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from midterm warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tut

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: inform table at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warni who receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will s
grade improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent
w/o missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutorir
services during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used
tutoring services at least 5 times during the semester. Measure change in grade from
midterm warning to final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '1

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students
midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, an
2 withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those
students had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

**How have the results impacted operations (if at all) including 1) What is the fo
for the upcoming year's plan; and 2) Were resources allocated or redistributed
based upon the results?**
1.1 - While we always strive to increase the number of students served through tutorin
are constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnir and participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expec tutors to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2.a.: Identify bottleneck courses and develop corrective actions.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Identify bottleneck courses and develop corrective actions.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify bottleneck courses and develop corrective actions.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.a.: Identify program bottlenecks and develop corrective actions.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Increase course/program redesign efforts to achieve greater effectiveness and efficiency.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2.b.: Increase course/program redesign efforts to achieve greater effectiveness and efficiency.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education cour and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, adminis units, student groups on campus, the Frostburg community, off-campus professiona and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking an degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Langua has unique staffing needs. We have critical areas that must be addressed in terms o workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 3(level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in ord ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program revi materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle State

standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all facult learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportu including Study Abroad, after-school programs, the Shakespeare Festival, and internshi

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department commit and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollm compared to the number of students taking certain classes in recent years. Through th comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all se of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their depa stipend to present research at conferences. In order to track our achievements in mor detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this trackin service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborati work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the rel programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the numb students who pass their classes in ENGL and MDFL. In order to determine if we are effe at recruiting majors and minors in MDFL, we track our numbers in the majors and minc

from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before th semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized an placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according the course outcomes. These data are analyzed by the chair of the committee and pres to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the ca a discrepancy) determine how well the portfolios perform according to the course outco These data are analyzed by the chair of the committee and presented to the departmer during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the pc results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provos Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in e class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature c rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assi tracks the number of professors who apply for a department stipend throughout the ye (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availa of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point Student recruitment initiatives themselves are not assessed other than looking at overa increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair a members of CIE, who serve as advisors to our international students follow these numb closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty mem have to go on overload or more adjunct professors have to be hired, we do not conside these situations as effective. In addition, when a faculty member retires with a particu specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watc fluctuations in the ratio between part-time and full-time faculty as well as the number o overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to a assessment tool. We created an assessment tool and read portfolios, following a proce similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this the committee has decided to explore ways to change our current assessment tool to o that works with the GEP assessment of our 300-level writing classes. By doing so, we able to track progress that students make in meeting the goals and outcomes over mul semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sectio 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both th and the spring using the guidelines given to us by the Provost's Office. We successfully

gathered data and reported it to AIR.

The department's Assessment Committee revised the Capstone rubric based on the abi measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey fo majors, which was distributed in the Capstone class and adapted from the MLA exit sur for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cours that courses would be offered less frequently in order to fill. They also eliminated ENGI because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentrati change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC p the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the sam material as the eliminated 6.This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit h

Concentration- Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores fron visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer's com as well as the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost's Office, this cla not a viable option this time around. Specifically, the instructors completing the assess were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursemer those who presented research at conferences. We also began to track the number of e type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments acro campus, our department houses the Center for Literary Arts, many interdisciplinary mir and the advisors for student organizations. These opportunities allow us to work with r on and off campus.

In addition to having representatives at all Open Houses (including the early session fr 10), the department created a 3-person student recruitment committee to target prosp and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection betwee them and the department in an attempt to persuade them to attend FSU. They also re data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, r professors are a part of the listservs for their professional organizations and/or serve o advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to wl our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of America culture.

We worked diligently to follow up with students who took the online placement test. Th discussions with the coordinator of international studies and faculty in the music progra we found some ways to meet the demands for French classes. However, due to staffin needs, we had to concede that the music department could no longer sustain its track i

French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly pas curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the de we determined the need for three more PIN positions. We were told that only retiring f members would be replaced, so we only submitted a request for Linguistics. However, began to draft the PIN request for a journalism professor, and we also need another PI advanced

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

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment comm will use the data from the 101, 308, and Capstone assessments and make changes tha improve the assessment process. For instance, we are moving toward a rubric that wil us to measure student learning outcomes not just in specific classes but from freshmar junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand ou tracking of the types of professional development activities in which our faculty particip also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those re than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and f preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try th same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, includ tracking faculty members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is t to adopt them. Once they are passed, various members of the department are asked a volunteer to help the department achieve these items. The annual department retreat September focuses on these action priorities in order to set the tone for the academic y

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State

which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

2.c.: Enhance classroom instructional environment to support improved student learn
Start: 7/1/2016

End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degre which prepares candidates for work in the Visual Arts and/or advanced studies in gradu school or professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, a candidate needs.

Program Objectives parallel professional expectations. The department aims:

- To provide degree candidates with the instruction and studio resources appropriate t national expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinking in line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geography, race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solv skills;
- To provide degree candidates with professional applications of classroom instruction
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professior interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B. and M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minc Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offeri a professional degree, the Bachelor of Fine Arts. The enhancement and creation of programmatic offerings in painting, photography, printmaking, ceramics, sculpture, gra design, illustration, art education, art history and fine arts shall aid in the recruitment a retention of students as well as provide them with marketable professional level portfol and strong experiential experiences. With its programmatic offerings, Stephanie Roper Gallery and community outreach, the department shall continue to function as a drivinc in the visual arts and serve as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institu initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab ass are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require buc increase.
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electror materials for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarsh grants and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegar County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerst Community College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who a completing a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to par in departmental planning and departmentally sponsored professional development events and progra

What are the Measures/Metrics used to assess effectiveness?
To provide degree candidates with the instruction and studio resources appropriate to

national expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thin in line with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann R Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geog race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills.

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community thro group shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and othe location on and off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio review

To meet state and regional needs in K-12 arts education by providing well trained B.F.A M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutio initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classr

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Depart of FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show a Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department neec require budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Faceboo presence is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional prin electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations Allegany County School District, Allegany Arts Council, Allegany College of Maryland, G College, Hagerstown Community College, Frederick Community College, and local businesses.

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in who are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Educati degree.

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participate in departmental planning and departmentally sponsored professional development events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
The Department of Visual Arts will be reviewing and updating its vision and action prior in light of the forthcoming Mission Statement and plan for the university-at-large. We h created a committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.
Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

    1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%
       Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing ne of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.

20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either me not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, or measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

        1. Goal Met – Permanent members appointed and by-laws provided to all membe Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

        1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

        1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

        1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workload working RN. Students are able to complete 30 hours prior to the start of the c to spread out the hours, online MD responds can be completed (Online Trainin and a teaching project is now required to ensure course goals a met. All of th options allow students to spread out the required 135 hours in unique and wo adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing ne of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings

2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

    1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

    1. Goal Met
    Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
    - Strategic Goals 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Fundinc (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United State which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca

year.

Evidence, artifacts, and or back up documentation
No items to display.

3.1: Develop and implement strategies to increase the academic profile for first-time students to the institution

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the academic profile for first-time students to institution

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.1: Develop and implement strategies to increase the academic profile for first-time students to the institution.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.1: Student learning preparation.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and applic of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.

- Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
    4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

    Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services tha prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will

to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research
- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional

and response to regional, state, and national workforce needs.

- Unit: Provost, Deans, Department Chairs
- Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the fo 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

3.2: Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.2: Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the six-year graduation rate of FSU undergraduates from 48% in fall 2004 cohort to 55% in the fall 2009 cohort.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.3: Develop and implement strategies to increase the second-year retention rate of F undergraduates from 74% in FY 2011 to 80% in FY 2016.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.3: Develop and implement strategies to increase the second-year retention rate of F undergraduates from 74% in FY 2011 to 80% in FY 2016.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Develop and implement strategies to increase the second-year retention rate of FSU undergraduates from 74% 2011 to 80% in FY 2016.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.4: Establish a student advisement center with the charge to improve student persis and graduation rates.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Establish a student advisement center with the charge to improve student persistence and graduation rates.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.5: Identify a structure for the development and implementation of First-Year-Exper programming.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Identify a structure for the development and implementation of First-Year-Experience programming.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.5: The Achievement Gap Task Force shall annually study and report how current initiatives directly impact the state-identified demographic as well as institutional eff in retention and student success.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.6: Report how current initiatives (e.g. academic transformation (course redesign), supplemental programming, early alert systems, student support and tutoring service academic advising, and cultural diversity programming) directly support the state-ide

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Report how current initiatives (e.g. academic transformation (course redesign), supplemental programming, ea alert systems, student support and tutoring services, academic advising, and cultural diversity programming) c support the state-identified Achievement Gap initiative as well as institutional efforts in retention and student success.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.6: The institution shall review its processes for defining and distributing need-base categories of aid, and identify additional aid resources with the goal that no academic eligible student be denied access due to financial circumstances.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.7: Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.7: Review the processes for defining and distributing need-based categories of aid, identify additional aid resources with the goal that no academically eligible student b denied access due to financial circumstances.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Review the processes for defining and distributing need-based categories of aid, and identify additional aid res with the goal that no academically eligible student be denied access due to financial circumstances.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.8: Assess the percentage of students who receive merit scholarships and whether tl current resource distribution meets need.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.8: Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.9: Assess the percentage of students who receive merit scholarships and whether tl current resource distribution meets need.

Start: 7/1/2014
End: 6/30/2015
Progress:

Action Priority
Assess the percentage of students who receive merit scholarships and whether the current resource distributio meets need.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.10: By 2015, achieve a $2.5 million goal for merit scholarships as a recruitment too attract higher achieving students.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
By 2015, achieve a $2.5 million goal for merit scholarships as a recruitment tool to attract higher achieving stu

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Course Redesign

Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
Storyboard
Course Redesign

Data from Baseline

Responsible Roles:

Advance: Initiatives to assist with recruitment efforts

Start: 9/1/2013
End: 6/30/2015
Progress: Ongoing

Action Priority
Student and Educational Services contributions to recruitment efforts.

For Admissions staff to be informed about the opportunities for student engagement at Frost State University.

For Admissions staff to facilitate connections between prospective students and staff within t SES Division so that appropriate outreach activities can occur.

For the student affairs staff to acquire a greater understanding of what messages we can co to assist the recruitment efforts.

Providing Department: Student Affairs

Documentation

Storyboard

SES and Recruitment

Data from Baseline

Responsible Roles:

Advance: Program Review/Assessment

Start: 9/1/2013
End: 6/30/2015
Progress: Ongoing

Action Priority
Student and Educational Services- Program Review Process

What we want:

Programs to being reviews in the current academic year: Student Conduct System, Residen Staff Selection & Training, Tutoring Center

Data and completed review from participating program coordinators must be posted on Cam Labs/Compliance Assist.

Feedback from programs that completed the reviews to improve the process.

Providing Department: Student Affairs

Documentation

Storyboard

SES Program Review

Data from Baseline

Responsible Roles:

Advance : Academic Transformation
Start: 9/1/2013
End: 8/31/2014
Progress: Ongoing

Action Priority
Enter from storyboard.

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance : Achievement Gap
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl
prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c
professional employment. Learning outcomes are continually reassessed in response to
disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio

The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.

- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location or off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interv and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie participate in departmental planning and departmentally sponsored professional developmer events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities light of the forthcoming Mission Statement and plan for the university-at-large. We have cre committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost.

Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavo the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialt is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations ir ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an

assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mor presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
    - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asses for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes are a part of the listservs for their professional organizations and/or serve on advisory and e

boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, ar Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outco not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across discipl and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken

adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology

particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, succes passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

Specify your Division/Department Actions Priorities/Plans.

- AP1. Actively monitor and follow-up on Beacon alerts.(Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own spac (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own loc year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professic sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?

- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

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

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compa change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Be Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Gc
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mo number of years of service ###.(Goal 3)

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

- AP1. We have conducted a supplemental training with coaches to increase their efficiency Beacon Alerts. Training time was the only resource utilized. (Goal 1)

- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additiona resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goa
- AP4. New Cardio Equipment has generated excitement among the campus community. N additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain o better coaches. We will need to be willing to make retention adjustments to salaries whe needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Auxiliary Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?
- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each sta as well at the checkout.
- AP2- Reduce overall cost to students.

The process of assessment per Action Plan: How were the results assessed?
- AP1- The meal equivalency start time was moved up to correspond to class scheduled tim This allowed customers to get in the Station sooner and reduced the back log. Customer

surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?
- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 ye high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

How was this plan and results conveyed to your Division/Department?
- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 CAAR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Center for Academic Advising and Retention
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Increase Outreach to First-Year Students

With the addition of new CAAR counselors to our team. CAAR hopes to increase number of academic coaching sessions with first-year students with Freshman Progress Survey concern mid-term warnings.

2. First Year Student Scheduling Audits

CAAR staff will review ORIE Freshmen schedules to check for credit load and accuracy of course selection.

3. ORIE 101 Course Evaluation Redesign

Currently the ORIE 101 course evaluation instrument is a scantron evaluation; however, all c course evaluations are conducted online. The instrument will be redesigned for Fall 2016 anc implemented online via a Baseline survey.

4. Support for Students on Probation and Warning

CAAR staff will support students on academic probation and warning via individual small and large group programming and outreach.

5. CAAR Staff Recruitment & Training

Through Enhancement Funds obtained from the USM, the CAAR office will recruit and train two new academic counselors to support the office's initiatives.

Specify your Division/Department Actions Priorities/Plans.

1.1 Freshman Progress Survey Outreach -
CAAR staff will utilize data received to contact students with multiple issues to participate in academic coaching sessions and referred services.

1.2 Outreach to Students with Mid-term Warnings-

CAAR staff will utilize a PeopleSoft query to obtain a list of all students receiving midterm warnings and contact such students to participate in academic coaching sessions and referre services.

2.1 Spring Schedule Audits - CAAR staff will review ORIE Freshmen spring schedules to check for credit load a accuracy of course selection.

2.2 Summer 2017 Preview Schedule Audits - CAAR office staff will conduct a quick schedule audit of students registering for courses during the June 2017 Preview FSU season.

3.1 Instrument Design - The process for administering the ORIE 101 student course eval will be redesigned an administered via an online system in Fall 2016.

4.1 Academic Recovery Workshops - CAAR staff will coordinate and collaborate with other student services anc Provost's office to offer two academic recovery sessions during the first week of fall and spring semesters to a students on probation/warning.

4.2 Outreach to probation/warning students - CAAR staff will collaborate with other ASN staff to utilize surveys distributed at Academic Recovery Workshops to contact students and make referrals based on their responses.

4.3 Success Through Academic Recovery & Transformation Course - Offer The START course which is geared specifically towards helping students on academic probation / warning with study skills, time management, go setting, and personal accountability.

5.1 Staff Recruitment - A search committee will work to interview and select two candidates to fill the position

5.2 Orient New Academic Counselors - Two new counselors hired through the Enhancement Fund money will ne be oriented to the university and assigned roles within the office.

What are the Measures/Metrics used to assess effectiveness?

1.1 FPS Results are forwarded to advisers in a timely manner. Students with multiple (mor than 3) courses with concerns are contacted by CAAR and invited to attend academic coachi sessions.

1.2 Percent of students receiving MTW contacted and number of CAAR academic coaching sessions increased as compared to last year.

2.1 Percent of First-Year Student (FYS) spring 2017 schedules audited. Unregistered student contacted.Percent of FYS students with scheduling concerns contacted.

2.2 Percent of Preview (FYS) fall 2017 schedules audited.

3.1 Work group created to updated evaluation by Nov 2016.

3.2 New instrument developed and implemented by Dec 2016.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers improved.

4.1 Academic need self-assessment surveys , recovery plans, and academic standards will be distributed to e attendee at each workshop. Identify at least two students who have recovered from academic probation and re them to present at the workshops.

4.2 100% of students indicating a need for schedule change will be contacted via email before the end of the add/drop period, with an offer of assistance. CAAR office staff will review responses to survey questions and e meet with the student or send the student's information to the appropriate office.

4.3 Identify and increase the number of instructors coordinating the course for Spring 2017.

Increase the number of course sections offered for Spring 2017. Increase the number of stu who enroll in the course via targeted communications and outreach.

5.1 Offers will be made to two candidates based on search committee recommendations by summer 2016.

5.2 The two new staff members will complete the university on-boarding process in conjunction with the supervisor.Based on the employees talents and the needs of the institution, the supervisor will work with the employees to assign roles and projects.

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

1.1 Verified all FPS reports are forwarded, and students with multiple warnings emailed invit

1.2 Percent of MTW students emailed and count of follow-up coaching sessions.

2.1 A list of all FYS was shared with CAAR couselors and used to keep track of contacts.

2.2 A list of all Preview attendees for each session was used to keep track of audits.

3.1 Work group meets.

3.2 New instrument developed and implemented.

3.3 Percent of student completing evaluation measured.

3.4 Timeliness of results back to ORIE faculty/advisers noted.

4.1 Distribtution of probation/warning documents to students. Student presenters identified.

4.2 Percent of students requiring assistance notified. Referral process complete.

4.3 Number of START instructors. Number of START sections offered. Number of START stud enrolled.

5.1 Counselors hired.

5.2 On-boarding completed by timelines designed by supervisor and HR.

What were the results?

1.1 100% of FPS reports were emailed to advisers within two days of CAAR receiving them. 100% of students with 3 or more course concerns were emailed invitation for CAAR academ counseling session. 13 students attended an academic coaching session with CAAR counselo FPS issues.This is up from 3 FPS students from last fall.

1.2 100% of students receiving MTW were emailed (attached sample email).48 students att a coaching session with CAAR counselors to discuss MTW. This is up from less than 10 recor students appointments from last fall.

2.1 706 FYS schedules were reviewed. (85%)

564 had no issues

76 were not registered at the time of review

31 emailed for no credit-bearing math

54 emailed to confirm major (course selection indicated possible new major)

7 emailed for incorrect math course for major

20 emailed because schedule contained an course that would need added, swapped, or rem

3 emailed for ENGL 101 requirment

2 emailed for co-req or pre-req not met

5 emailed PRAISE for excellent GPAs

From this contact list 37 students responded. Most for major confirmation/updates. But reco about course add changes were not recorded.

2.2 100% of PREVIEW FSU student schedules were audited on Day 2 of each preview. 23 in were made to advisers to check on potential errors. Only 2 schedules needed to be adjusted other concerns were reviewed and explained by either anticipated AP credit, SOFI enrollmen major updates, or special circumstances.

3.1 Harriet Douglas, Keith Davidson, and Beth Stallings met on Nov 7, 2016 to review forme evaluation and to reorganize the questions and response format.

3.2 Keith Davidson developed the new instrument via CampusLabs Baseline and administere survey during the first two weeks of December(closed on Dec 12, 2016)

3.3 357 students responded to the survey (43.8%)

3.4 Faculty received evaluation summaries on January 11. 2017 - almost three months soo than previous administrations.

4.1 Spring 2017 - 268/468 PW students attended Academic Recovery Workshops. All studen attending session were given probation materials, and survey instrument. Two students wer identified by Dr. Terri Massie-Burrell as model probation recovery students. Each attended a presented the advice to probation students at the workshops.

4.2 54 PW students indicated on their survey a desire to make changes to the schedule. All emailed the evening or following day after their workshop an offer of assistance from CAAR.

least 5 students visited CAAR such assistance. 65 PW students were referred to PASS learnir specialist for learning strategy and workload management support. All PW students were er an offer of assistance in forming their academic recovery plan. 7 students attended an work to use PAWs to record recovery plans.

4.3 2 Administrators (Michelle House and Latisha Cooper) were identified to coordinate and instruct START courses for Spring 2017. START section offerings increased from 1 to 2 sectic therefor also increasing the number of students enrolled. Spring 2016 = 12 students Sprin 2017 = 31 students. 158% increase.

5.1 Two CAAR Academic counselors were hired. Keith Davidson hired July 2016. Michelle H hired September 2017.

5.2 Both new counselors completed required HR on-boarding tasks before respected due da Each counselor has taken a lead in CAAR initiatives while also collaborating jointly on larger projects. Keith: ORIE Peer Mentor supervision, ORIE Course evaluation, and PAR Introductio Michelle: START coordination, College Bound liaison, Undeclared Transfer Students. Both: Scheduling audits, unregistered student outreach, intervention outreach, academic coaching drop-in advising.

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

1 CAAR will request that IR share reports in a more timely manner so that they can be forw to advisers within week 4 of the fall semester. CAAR needs to identify a better system for recording the outcomes of our interventions. No impact on resource allocations.

2. CAAR will continue to conduct scheduling audits, but will need to construct an improved r keeping plan and encourage all counselors to record and categorize issues and interventions similarly.No impact on resource allocations.

3. CAAR will continue to utilize this new survey. Issuing the evaluation online (as opposed to paper/pencil) saves the university (unmeasured) duplicating costs.

4. With new leadership within the Division of Academic Affairs, a new strategic plan for work with students on Academic Probation and Warning may be forth coming. CAAR will continue collaborate within the Academic Success Network to support students in need of Academic Recovery. No impact on resource allocations, for students pay a course fee for their START participation.

5. CAAR will continue to make use of the talents within our team. With the addition of these counselors, more students have been served by CAAR and our outreach has expanded beyo first-year students. CAAR must now explore better ways of recorded our outreach and stude contacts now that more team members are involved. Enhancement funds were granted to F support of college completion efforts. A portion of these enhancement funds were devoted t hiring CAAR academic Counselors. (see attached proposal.)

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

Reported in ASN Leadership meetings and ASN Targeted Student Outreach Report to Provost Office (Dr. Tootoonchi.) - attached.

Evidence, artifacts, and or back up documentation

ASN Targeted IInterventions

ORIE Course Evaluaiton 2168 - Results

2016 DVMT Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: DVMT
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Student Instructor Training Program:
The director and coordinator of instruction for DVMT 100 and DVMT 095 will redesign the stu instructor online summer training program.

2 - Decrease Time to Degree for Math Level 0 Students:

Students who test at Math Level 0 are required to take DVMT 095. To help students prepare college level math before their first fall semester, the DVMT department will offer two sectior SOFI DVMT 095 during Summer 2016.

3 - Decrease Time to Degree for Math Level 1 Students:

Decrease the time it takes for DVMT 100 students to enroll in a college level math course by offering a SOFI DVMT 100 course in Summer 2017.

Specify your Division/Department Actions Priorities/Plans.

1.1 - Online Training for Instructors: Add assignments related to test anxiety, study skills, te taking strategies, strengths, and course content.

2.1 - Offer Two Sections of SOFI DVMT 095: Develop course using My Math Lab

3.1 - Develop Online SOFI DVMT 100 Course: Condense semester course to a 6-week onlin course.

What are the Measures/Metrics used to assess effectiveness?

1.1 - Outcome: Training is developed and provided, Summer 2016

2.1 - Outcome: Two sections of DVMT 095 are offered for Summer 2016 SOFI students.

3.1 - Outcome: Course is developed and offered for Summer 2017.

80% of students who successfully complete DVMT 100 in Summer 2017 will enroll in a colleg level math course in Fall 2017.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Determine if training was developed and provided.

2.1 - Determine if 2 sections of SOFI DVMT 095 were offered. Compute pass rate.

3.1 - Determine if SOFI DVMT 100 course was developed and offered in Summer 2017. Com the pass rate.

What were the results?
1.1 - Online training for DVMT student instructors was developed and administered Summer

2.1 - Two sections of SOFI DVMT 095 were offered in Summer 2016, with 19 students enroll 18 (95%) passed the course.

3.1 - The Online SOFI DVMT 100 course was developed for a 6-week course and offered for Summer 2017. Fourteen (14) students are enrolled. We will not be able to measure the resu until the course concludes in August 2017.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - The online training has been maintained for the current summer.

2.1 - Original plans called for offering two sections of DVMT 095 this summer. We determine one section would be sufficient, considering the reading and SAT scores of incoming student Students with relatively higher SATs and reading levels (students who are more likely to be successful in an entirely online course) are invited to participate in the SOFI course each sur

3.1 - We will evaluate success and experience of the students taking the online DVMT 100 co this summer and determine if the course can be/should be altered or even continued.

How was this plan and results conveyed to your Division/Department?
All goals and outcomes of the DVMT program are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019)
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future prograr
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning proc **Enhance student recruitment and retention efforts. (Aligns with University Strat Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and**

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

    1. Ongoing.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

    1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%. **Promote and support activities of educational distinction. (Aligns with Unive Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement be

practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth o Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. **Recruit and retain diverse and talented faculty and staff. (Aligns with Univer Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal # #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical for ou Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 an Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 an #7)

.8. Implement the new systematic evaluation plan in fall 2016.

   1. Pre-semester meetings and monthly meetings
   2. Data analysis including program assessment plans for BSN and MSN
   3. New/updated survey implementation for BSN and MSN.
   4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studen retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to asse each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accredita granted. Will re-evaluate after 12/1/2017.
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown C Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro

1. Goal Met – Two new grants awarded totaling over $4 million to support the implement of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

      1. Goal Met- Recruitment in PA was added to the current marketing plan for executior AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

   1. Ongoing.

      1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through

12/31/2016 for MSN certification

1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth o Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

1. Goal Met – The course has been re-designed and the practicum hours are being off to students in a variety of settings and formats to reduce the workload on a workin Students are able to complete 30 hours prior to the start of the course to spread ou hours, online MD responds can be completed (Online Training), and a teaching proj now required to ensure course goals a met. All of these options allow students to s out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle State accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, a #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. The was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
   Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

   1. Goal Met – All submissions approved. MSN submission will not be in effect until the n catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in plac the coming AY (2017/2018) as many are still in progress and some will become more of a p such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fi resources, and staffing needs (DoN Goal #7) as new programs are added and being planned the next AY. Resources were obtained through two grant proposals that were awarded July 2017 that total over $4 million to support the implementation of the NP program and the pla of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Disability and Support Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Disability Student Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Online Accessibility: Through a TASTE presentation by the director of DSS, instructors of courses will understand accessibility issues associated with online courses.

2 - File Maintenance:

All DSS files will be reviewed and those confidential records older than 7 years will be destro

Specify your Division/Department Actions Priorities/Plans.
1.1 - Online Accessibility Presentation:
Prepare a TASTE workshop presentation

What are the Measures/Metrics used to assess effectiveness?
1.1 -
Outcome: Instructors of online courses will learn how to make content accessible as measur through the TASTE workshop evaluation.

2 -

Outcome: Files are culled.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Assessment conducted through results of TASTE workshop survey.

2 - Determination of files to be purged and shredded.

What were the results?
1.1 -Although about 20 faculty/staff attended the presentation, only 1 person responded to t survey; however, s/he indicated it was the most useful presentation s/he attended.

2 - Files were culled and documents shredded.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
We will continue to purge files as their "expiration" date comes up. Continuing to work on m efficient ways to track documentation and activity of DSS students. Currently working on developing a system to keep casenotes in PAWS as well as student's status in the program. system requires assistance from IT.

The only resource required is the work from IT.

How was this plan and results conveyed to your Division/Department?
Announced at PASS staff meeting and reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Facilities Annual Report

Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.
- AP 1- Increase coverage of surveillance cameras on campus and migrate all existing cam to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?
AP1 - How many cameras were added, are they all on the enterprise system?

AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purch the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation

Capture1

FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Finance Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Decrease the University's turnover rate for salary and benefited positions so that th turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?

- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

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

- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?

- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased to 1.2%.

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

- AP1- For FY 2018 the University was not able to continue with the reduction in the turnov rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budge reductions played a factor in this decision.

- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and ac the goal was attained. Resources were reallocated to meet this goal and a high level of p was placed on the facility renewal of the campus.

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

- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted o campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)
- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of th budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation

- AP1
  - Object 01 summary for WB book fY2016
  - Object 01 summary for WB book fY2017
  - Object 01 summary for WB book fY2018
- AP2

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl

large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting documen survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.

1. Established a student social club (The Dead Poets Society) that met weekly; actively mar a departmental Facebook page; met with calculus classes in local area schools; participat Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491); encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mather conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assess instrument and facilitated the assessment for both Fall 2016 and Spring 2017.

What are the Measures/Metrics used to assess effectiveness?

1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

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

The department had no formal process of assessment in place for any of the goals aside fror See next section (Results) for additional details.

What were the results?

1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategie such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts hav impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Mode Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduat research conference at James Madison University where one of our students presented hi research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish lear outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with ou assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical a Quantitative Reasoning assessment and align it with the established assessment rubric. assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

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

1. The department will continue to support the Dead Poet Society this coming year; will hav used some department funds to purchased promotional items such as stickers, water bot and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation research events
3. Continue to build expertise in department with the goal of hire students to support 3D pr efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitativ Reasoning.

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

Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, an conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroon studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Cha Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:

- Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 3 from the major ensemble list.
- Specify that only courses in which you earn a C or better will count towards satisfaction c

requirements for the major *and the minor*. (The current listing only specifies the major.)
- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evalua so each unique sophomore evaluation should be listed separately in the description of ea track/concentration.

Specify your Division/Department Actions Priorities/Plans.
Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern regior the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state condu festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz ban attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high schoo students participated in clinics, rehearsal and a performance at FSU
- James Reddan and Brent weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jaz Society which hosted the JAM weekend in April, 2017.
- Mark Gallagher, Brent Weber, and Gary Phillips judged the Washington County Solo and Ensemble Contest in March 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to c fresh, eye-catching posters for every event. They also sent out postcards to individuals i region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reco with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Conc the Fall and President's Concert in the Spring. Donors were invited to attend the concert free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the actior priorities
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le

to lab designation

What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed result based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacte university expressing interest in music. She then distributed this information to the instr specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017
  and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.

What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Departmen which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information fron Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxopho flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes di appear in the catalog due to oversight by the previous chair. We are currently working tc rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expa them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Mus Department budget and friends of music fund. New instruments and equipment in Pealer Ha a priority and we will view avenues to purchase these items. Reallocation from the departm budget may be possible due to savings from reduced Stage Crew salaries. We are also incre the budget for marketing materials so reach a greater audience and move us into the 21st century.

How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Gender Equity Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Gender Equity
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

What are the Measures/Metrics used to assess effectiveness?

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

What were the results?

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

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

Evidence, artifacts, and or back up documentation
2016 Office of Gender Equity Annual Report

2016 Office of Information Technology Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology's effectiveness and efficiency through business process

improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to dete greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar's Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and

warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

Tactic 2:1:2 – Integrate Student Information System (SIS) with Predictive Analytics Reportir (PAR) Framework.

Action Priority 2:2 – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

Action Priority 2:3 - Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

Action Priority 2:4 - Evaluate Customer Relationship Management (CRM) technologies witl enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate (opportunities.

Action Priority 3:1 – Augment the university's Learning Management System with additional tools to better s learning outcomes and the needs of learners.

Tactic 3:1:1 – Implement Voice Thread.

Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

Action Priority 3:2 – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium's (OLC) quality scorecard criteria to verif university compliance and support for online programs.

Action Priority 3:3 - In conjunction with Disability Support Services, develop and Impleme Accessibility and Usability Guidelines for courses that utilize the university's Learning Manag System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of desig courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, us various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us

requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

Action Priority 3:4 – Provide the technology and support needed to create reliable and effe classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classroor convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

Action Priority 3:5 – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies a needed.

Action Priority 3: 6 – Work with faculty and students to select learning management syste (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

Action Priority 4:1 – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologie and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown dis recovery site and evaluate how the FSU network segment and the stored data are protected

Action Priority 4:2 – Develop security awareness program and training for campus commu

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all fac and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to furth educate users.

Action Priority 4:3 – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit

requirements. This includes creating new policies as well as updating existing policies to me standards.

Action Priority 4:4 – Implement measures to protect confidential information from disclosu

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annu

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply w security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

Action Priority 4:5 – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are remove all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabiliti through program updates, anti-virus enhancements, and software restrictions.

Action Priority 4:6 – Strengthen the University's policies for controlling passwords and acc

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Action Priority 4:7 – Enhance network security standards.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessm documentation, and physical security mechanisms.

Action Priority 4:8 – Explore 3rd-party solutions to increase security for users with access t critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

Action Priority 5:1 – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.

Action Priority 5:2 – Automate manual processes.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

Action Priority 5:3 – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

Action Priority 5:4 – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

Action Priority 5:5 – Create centralized data and document repository for IT documentatio configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration inform

Action Priority 5:6 – Reduce manual, paper processes through electronic workflows and systems.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty tin sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improven

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

Action Priority 6:5 – Replace unsupported software and services.

Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

Action Priority 6:6 – Deploy critical services to cloud-based services.

Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.

Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.

Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.

Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

Action Priority 6:7 – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit w

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

What are the Measures/Metrics used to assess effectiveness?
1. Number of students, faculty, and staff using new platform.

2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.

2. The time to process manually vs. the automated process.

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

What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see v in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over t last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to le than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts w processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1. The mobile application software was purchased by eliminating the previously used softwa

since it was not being used. This also resulted in additional savings that was redirected tow other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not hav wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds ann meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

- Goal1
  - CollegeSchedulerScreenShotUsage
- Goal2

2016 Political Science Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Political Science
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or nc changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or n

new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metr
be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of
majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the ch
to the capstone course have been accepted in the governance curriculum change committee

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our n
assessment plan has been approved by the CLAS Assessment Committee

With regard to increasing participation in POSC and LASO internship programs, we will simpl
assess the numbers of students participating in those programs to see if they have increase

With regard to increasing POSC major enrollments, we will simply measure the number of P
majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-makir
the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of t
new plan and will submit it to the CLAS Assesssment Committee during the coming academi
year.

With regard to increasing participation in POSC and LASO internship programs, we did note
increase in the number of participants in the programs for the Spring and Summer semester
from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments
but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus

the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?

With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning obje and we will have to develop assessment exercises for that new objective. We will also be cre common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote m departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time a effort to recruiting POSC majors.

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

The department will discuss the progress on these action priorities during the first departme meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation

No items to display.

2016 Programs Advancing Student Success Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Programs Advancing Student Success
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1 - Fully Implement PAL Program:

The Peer-Assisted Learning program will have trained PALs living in Cumberland Hall to help the (freshman) residents develop sk meet college academic expectations. A study area will be developed in the basement where PALs can meet with students and co workshops.

Other PALs will meet with students seeking assistance in time/workload management, study strategies, and tutoring for social sc and humanities courses and other areas not covered by tutoring services.

2 - Outreach to Students on Academic Probation: The PASS learning specialist and the director will reach out to students on aca probation and warning who indicate on the "pink sheets" during the academic probation/warning workshops they would like assist developing study skills.

3 - SB740 Compliance: Identify students who have not yet taken their college level math and/or freshman composition classes a not transferred in credits for those courses. This goal is an effort to comply with SB740, which stipulates that students should co their credit-bearing math and freshman composition classes within their first 24 credits.

Specify your Division/Department Actions Priorities/Plans.

1.1 - Develop Program in Cumberland Hall:
Train PALs

Create welcoming space in basement

Coordinate programming with RAs

1.2 - PALs in Pullen:

Train PALs to encourage regular appointments with students with midterm warnings

Contact students with midterm warnings and offer PAL assistance

2.1 - Coordination with CAAR: Coordinate with CAAR for outreach to AP/AW students

3.1 - Compliance with SB740:

Run queries to identify students who have not taken math or ENGL 101.

Coordinate with CAAR office to prepare email messages to students and their advisors advis them of need to take one or both classes.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Number of students who participate in the program and their academic stan after fall and spring semesters will be measured. We will compare the GPAs and number of c earned between students who do and do not participate in PAL program.

1.2 - Increase in number of students using PAL services over previous year.

2.1 - Outcome: We will measure the improvement in semester gpa for students on AP/AW a as the number of students who are removed from AP after meeting with learning specialist a participating in PAL program.

3.1 - Outcome: Reduction in number of students who are not completing their math and Eng requirements within their first 24 credits.

The process of assessment per Action Plan: How were the results assessed?
1.1 - Comparison of GPAs and number of credits earned between students who do and do no participate in PAL program in Cumberland Hall.

1.2 - Compare number of students using PAL services in 2016-2017 and 2015-2016.

2.1 - Examine the beginning and end of semester GPAs for students on AP/AW who met with learning specialist or academic counselor and/or PAL; determine number of those students w were removed from AP after that semester.

3.1 - Run queries of enrolled students who have not yet taken college level math or ENGL 1(email both students and their advisors to encourage them to enroll in appropriate course for following semester. Determine number of students out of compliance each semester.

What were the results?

1.1 - In Fall 2016, students in Cumberland Hall who used PAL services (n=17) earned an ave of 10.176 credits and 2.56 GPA; students in the hall who did not use PAL services (n=151) e an average of 11.5 credits and 2.14 GPA.

1.2 - Fall 2016: 78 students (25 with a PAL and the rest with the learning specialist); Spring 2017: 84 students (10 with a PAL and the rest with the learning specialist).

Fall 2015: 53 students (45 with a PAL and 8 with learning specialist); Spring 2016: 25 stude (17 with a PAL and 8 with learning specialist).

2.1 - 91 students on AP/AW indicated they wanted help to improve GPA; 37 of the students attended at least one meeting with a learning specialist or academic counselor.

23 of the 91 students began the fall 2016 semester on AW: 15 (65%) ended in good acaden standing, with 2 graduating in December; 4 continued on AW; 4 slipped to AP for the followi semester.

68 of the 91 students began the fall semester on AP: 16 (24%) ended in good academic sta 2 withdrew during the semester; 1 did not attend the fall semester; 23 (34%) continued on the spring semester; 26 (38%) were academically dismissed.

In Spring 2017, 65 students indicated a desire for help with academics; only 22 met with a learning specialist. Of the 22 students, 10 (45%) were removed from AP (one removed from 5 (23%)continued on AP; and 7 (32%) were academically dismissed. Most of the 22 student only once with a learning specialist.

43 of the 65 students did not meet with a learning specialist; 17 (40%) were removed from probation after the spring semester; 16 (37%) continued on academic probation; 10 (45%) academically dismissed. Of the 43 students who did not meet with a learning specialist, 36 a did not seek any help from tutoring services.

3.1 - Fall 2016: 25 students with 24 or more credits did not have ENGL 101 credit or enrollm 92 students with 24 or more credits did not have college level math credit or enrollment, bu were enrolled in a DVMT class - 55 still needed a math course.

Spring 2017: 12 students with 24 or more credits did not have ENGL 101 credit or enrollmer students with 24 or more credits still needed a college level math course - not including stuc enrolled in a DVMT class.

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

1.1 - In an effort to get more students in Cumberland Hall to use the PAL services, we are increasing efforts to work with RD/RA staff on programming. 3 new PALs were hired to resid the hall. They have received initial training and will continue with training throughout the upcoming academic year.

No resources will be allocated or redistributed.

1.2 - Increased marketing of PAL program through posters/social media, workshops for ORII classes, and visits to individual ORIE classes.

No additional resources have been allocated or redistributed.

2.1 - We will use stats from last year's AP/AW students to encourage this year's students to help - especially the stat concerning the high rate of academic dismissal and the fact that ve students on AP sought help from PASS or Tutoring.

We will continue to reach out to students on AP via the beginning-of-semester meetings req of those students and via targeted email messages. If more of those students take advantag tutoring and PAL services, additional resources would be needed.

3.1 - Continue to run the queries and email students/advisors prior to enrollment period for following semester.

No resources will be allocated or redistributed.

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

1.1 - Reported in PASS annual report, distributed to department.

1.2 - Reported in PASS annual report, distributed to department.

2.1 - Information shared with CAAR.

3.1 - Information shared with CAAR.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Special Academic Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Special Academic Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal 1-Improve safety, security, and crowd control at commencement

Goal 2-Restructure commencement ticket processes/allotments and rehearsal

Goal 3-Address faculty concerns of summer internship pay scale

Goal 4-Seek new software system for athletic eligibility

Specify your Division/Department Actions Priorities/Plans.
Goal 1

- Attend North American Association of Commencement Officers (NAACO_ conference in February to obtain strategies for safety and crowd control that have been used by other institutions
- Work with campus police and commencement committee for input on ideas and concerns
- Continuously assess each ceremony to determine if level of security/crowd control measu are sufficient

Goal 2

- As always, review previous commencement notes on topics that need improvement
- Continue working with Melanie Lombardi on rehearsal video (in progress)
- Consult with Rachel Farris/University Store, Jodi Ternent/Registrar's Office on their thoug strategies and improvements to the process
- Attend North American Association of Commencement Officers (NAACO_ conference in February to obtain ticket systems and rehearsal formats
- Implement ideas obtained

Goal 3

- Identify the specific areas of concern
- Consult Provost on how to proceed with any changes, if found necessary
- If changes made to internship pay scale, update Summer Policy Guide

Goal 4

- Identify what we (myself and all athletic coaches) are looking for as far as improvements priorities in rosters, athlete detail pages, and overall athletic eligibility process
- Work with Reid Bluebaugh and necessary IT staff to find appropriate, yet cost effective sc
- Provide training for coaches once software has been implemented

What are the Measures/Metrics used to assess effectiveness?
Goal 1

-Visual and experiential assessment at December and May's commencement ceremony, observation of any issues that arise or overcrowding

Goal 2

-Observe quantity and frequency of graduate questions, calls, and emails and requests for e tickets

Goal 3

-Assess faculty satisfaction

Goal 4

-Poll showing athletic coaches preferences and dislikes/likes of current software and wants o needs of new software

The process of assessment per Action Plan: How were the results assessed?
Goal 1

-Visual and experiential assessment at December and May's commencement ceremony, observation of any issues that arise or overcrowding

Goal 2

-Observe quantity and frequency of graduate questions, calls, and emails and requests for e tickets

Goal 3

-Assess faculty satisfaction

Goal 4

-Poll showing athletic coaches preferences and dislikes/likes of current software and wants o needs of new software

What were the results?
Goal 1

-Because of overflow Lane Center location, limited ticketing, improved signage, adjustment i seating, decrease in allowing extra ticketing, overcrowding, particularly in the May ceremony (largest ever at FSU) was not a problem and was noticeably less crowded. Because of bannir strollers and backpacks, safety and security was improved and there were no reports of susp incidents.

Goal 2

-Noticeable reduction in calls and emails about tickets and questions about graduation in ger Rehearsal video posted online for students unable to attend in-person rehearsal. Steps made (mascot, etc.) to "perk up" the rehearsal experience.

Goal 3

-No inquiries or complaints from faculty and no changes were made due to change in Provos desire to have a discussion about this at a later date with new Provost to assess what adjust (if any) need completed.

Goal 4

-Gathered suggestions through minor issues and experiences throughout the academic year the coaches and I went through the athletic compliance process (entering rosters, etc.) and track of procedures that could be enhanced by new software or at least updates to the curre software. (Example: restructuring the "rollover" process for rosters)

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

We plan to use the same processes in hopes of the same results and the only resources allo for this were for a few additional signs that we had printed.

Goal 2

-Because of reduction in calls and emails about tickets and questions about graduation in ge additional work time was allotted for other actions. Some changes may be made to existing graduation rehearsal video. No cost for the rehearsal video and resources were saved becau had less tickets printed.

Goal 3

-Plan is to discuss with Provost if she feels pay scale is fair, specifically the internship scale. resources used or reallocated in the goal.

Goal 4

-Impacted operations only in that I was aware as issues occurred in athletic rosters/processe that I needed to be cognizant of assessing and keeping track of them as they occurred. Plan compile these issues and suggestions of coaches in preparation for seeking new software. N resources used.

How was this plan and results conveyed to your Division/Department?
Reviewed with Christie Bohn (Admin. Assistant) and will be reviewing at meeting this week v Dr. Throop.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Student Support Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Student Support Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Intensify Services for Transfer Students: SSS applied for additional funding offered by the Department of Education that could be used for improving or intensifying a particular service the program. The staff chose to intensify the services they were providing to transfer studen offering a series of workshops.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Workshop for Transfer Students:
Workshop to include: review of GEP and major course requirements; understanding of trans credit evaluation; how to navigate PAWS; graduation plan

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: workshop is presented; number of students in attendance

The process of assessment per Action Plan: How were the results assessed?
1.1 - Record attendance at workshop.

What were the results?
1.1 - Only 1 student attended the workshop, so staff met individually with transfer students completed a checklist of information transfer students should have: GEP Program, Major Requirements, Transfer Credit, Navigating PAWS, Graduation Plan, Time to Graduation, Fina Aid.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Since the workshop idea did not seem to appeal to transfer students, SSS staff will continue meet transfer students individually and use the checklist they developed to make sure trans students have all the information they need and are progressing through their programs.

No resources were allocated or redistributed.

How was this plan and results conveyed to your Division/Department?
Reported in PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori services at least 5 times during the semester. Measure change in grade from midterm warni final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016 University Police Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: University Police
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2

What are the Measures/Metrics used to assess effectiveness?
AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evide officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted ad the ration of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

The process of assessment per Action Plan: How were the results assessed?
AP 1 - We successfully procured the BWC's developed an internal policy and deployed the equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 9 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?
AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an of conduct. in that case a review of the contents of the captured BWC video resolved the issue Following implementation of the BWC program newspaper articles were published in the loca university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. T personnel costs are offset by the administrative fee charged for the service. Students now a able to have their required prints taken on site for the several programs which require them

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostb Community Coalition. Additional BWCs and associated hardware and software were supporte financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required o program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employess sign up fingerprint those with an appointment. This program will continue into the future.

How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on b up goals to be pursued and command staff vet ideas through the patrol force to assess viabi and buy in.

The status of programs and initiatives are relayed through these meetings, more importantl

we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

AP 1

Special_Order__No_59 (1)

Special_Order_Index

2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

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

1. **Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS…)

- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

   Supporting

   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

   Supporting

   - PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities**)**
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roc upgrade for Dunkle 205**

   Supporting

   - PHIL Strategic Goal #2 (Improve the learning experience for students and the teachin

experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

What are the Measures/Metrics used to assess effectiveness?
See Results below

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

What were the results?

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Philosophy Department Action Priorities (2016-17)

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

1. Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking anc ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS..
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program à-vis critical thinking for FSU's General Education Program. This initiative involved the follow actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize tl notion of critical thinking and to create a rubric instrument (see supporting material)
- Holding multiple calibration ("norming") sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res ("closed the loop");
- Assisting in writing the final report on the university's assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost's Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from th Provost's Office and Office of Assessment and Institutional Research (see supporting materia

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethi education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
    1. Philosophy Major
    2. Philosophy Minor
2. New Courses
    1. PHIL 100 Critical Thinking
    2. PHIL 310 Classics of Western Philosophy
    3. PHIL 498 Practicum in Philosophy
3. Number Changes for Existing Courses
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
4. Change of Catalog Descriptions
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
    3. PHIL 492 Internship Project in Philosophy
5. Delete Courses
    1. PHIL 202 History of Philosophy: Ancient and Medieval
    2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department's faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic progr review (2015), 2) the philosophy program's ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri is wholly consistent with the American Philosophical Association's *Statement on the Philosop Major*, which serves as the program's primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Stu Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (Univers Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals)

Status:On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closel the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major ob to the success of the philosophy program. These shortcomings inhibit instructional effectiver and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technol resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations t Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. S acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

7. Organize intellectually and socially engaging co-curricular and extra-curricular

programs

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Completed

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

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philos at West Virginia University. (October 25, 2016) Over 100 members of the campus and loc communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization Americ police forces. (November 9, 2016) For this event, the Philosophy Department collaborate FSU's Law & Society Program and the Allegany County MD NAACP Chapter. See supportin material.
- Philosophy student Michael Bartholomewpresented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelsteir Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the ca and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FS Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake New Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated wit faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2 See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers a CLAS Undergraduate Research Symposium. (May 5, 2017)Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. 24, 2017)

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

How was this plan and results conveyed to your Division/Department?
The Philosophy Department's Strategic Goals and Action Priorities were formulated through collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departn members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar

to recruit and retain candidates.

- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished initiatives.
- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr an update on this past year's efforts to increase enrollment.
- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.

- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

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

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation

No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of t College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur social, and economic development in Western Maryland, the region, and the state. (Aligns w University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T department worked on the plan in early Spring 2017 but the document was not finalized anc department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato

with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improver with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

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

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

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- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a

was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp

lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 seme This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal reso reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Cente associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pc table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources

(approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for

continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?
1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per pro and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in sp utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sh with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results collected on a yearly basis for all new faculty. The chair develop faculty improvement plans w individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification progran The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w

to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation
No items to display.

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures

Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialtie new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections tha cross-listed with HIST 489/490 Special Topics in History sections and taught by History facul

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction t World Religions sections and by participating in the International Studies Steering Committe

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environm and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in W History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing ID 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and teacl IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Va the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment r in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course HIST 434 Women in the United States, and for changes in title and/or description for the foll HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster tau IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 49(Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the firs in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, wh will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- f first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund grar

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual I Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
We await the determination of the university's new strategic plan before creating our depart plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing results been regularly discussed at our monthly department meetings throughout the academic yea

Evidence, artifacts, and or back up documentation
No items to display.

Brady Health Center 2016-2017 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.
1.1 100% of international students will complete all required health and immunization scree by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus

1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?

1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

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

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"

3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?

1.1 Fall 2016 had 98% of International students completing all required health and immuni screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents adn also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their pr after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page sill has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor wh doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior He Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Sprin Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

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

1.1 International student compliance with health and immunization screening is always a pr due to the risk of communicable disease transmission on our campus from a student arriving a high risk country. J-1 visiting scholars are now added to the group who are screened at th recommendation of the Center fro International Education and the health center board of dir

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional h to the nurse to be out of the clinic for presentations. Also hired new contractual dietician wh more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for requ health information as well as attend Freshman orientation as previously done every summer Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be conside

2.2 We will continue to encourage IT to move our new web page to live production as well a continue to update and make changes as indicated by staff, student and parent input

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center

3.2 Athletic training students are still planning to observe in the health center and there sho be sophomores and seniors again then next year only sophomores will ne observing.

How was this plan and results conveyed to your Division/Department?
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in Jan 2017; annual report provided to VP of Student Affairs

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the P program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit

mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

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

Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-co reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

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

Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation

No items to display.

FY 2017 Biology Annual Report

Start: 7/1/2016

End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continu discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bc committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.

Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i

order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centere assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodc researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior

Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b

annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map

Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu

and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics

additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to co sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction of Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this rep Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for grou work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. Genera policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

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- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectio 2017.

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- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe

was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

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- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

  - Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
  - Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
  - Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
  - Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
  - Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess

organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Li Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented b several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futu conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

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services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loca historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when han the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those

to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe

necessary; identify need for new policy statements and draft appropriate language for inclus
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar
departments.

No additional resources have been allocated in order to conduct this assessment or as a resu
its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional
in binding and purchasing supplies for repairing items. The larger drain on resources was rel
to personnel. All staff members, including the Library Director, were assigned to work in tea
average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi
the equivalent of one day per week dedicated to working in the Stacks collection instead of
regular work responsibilities. In addition, staff were assigned to the two-person teams in an
attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMa
the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3
from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department
Library Services Supervisor compiles the updated subscription costs for all periodicals from t
publishers and vendors, based on current cost and the 7% increase for inflation. As stated e
the cost of periodical and database subscriptions increases annually, an equal percentage of
Library's operating budget must be redistributed to cover the subscriptions. Since the Librar
operating budget does not increase, an increase in the funds allocated to pay for periodicals
serials results in a necessary decrease in the funds allocated to academic departments to se
monographs to support their curriculum and research. In FY 2017, as reported in the results
Library increased its ongoing subscription costs approximately $3000 by converting print jou
to online, and initiated a new service, Kanopy to provide students and faculty access to strea
video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and
reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate th
the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development
activities.

All staff development opportunities offered on the FSU campus were free and other than
personnel time to attend the activities, did not require resources to be allocated in order to
achieve results. Travel funds totaling approximately $11,900 were expended from the Libra
operating budget to support staff development opportunities off campus, such as conference
meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg
initiatives.

No additional resources have been allocated in order to support these activities other than h
of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Publications FY17 Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production

    - Streamline catalog editing procedures

        - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
        - Produce undergrad catalog utilizing new procedure

5. Begin preparing fundraising campaign materials

- Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:

- Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
- Campaigns started mid-October, concluded June 2

- 128,191 emails sent
- 23% open and 23% clicks

3. Inauguration materials:

- An attractive and coordinated set of materials was created including invitation packag evites, Save the Date postcards, programs, signage (some in compressed time) and n on time.

4. Undergrad catalog production:

- Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:

- Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

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

Impact on operations and focus for upcoming year:

1. Website:

- Because the site has been launched, CommMedia staff involved with the creation of the n site (design of site, design and creation of all new marketing pages - content, images anc design) can focus time and efforts on regular responsibilities.
- We can move forward with helping to build or migrate our own division's web pages.
- Marketing & Branding funds used for web content writing can be reallocated to other mar efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platfo that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,00(saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundar efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as tl campaign revs up.

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

Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia s at monthly staff meetings.

Evidence, artifacts, and or back up documentation

Academic Program page checklist

Marketing Page Tracker

Frostburg Strategic Goal #5: Promote activities that demonstrate the University's educational distinction.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

3.1: Student learning preparation.

Start: 7/1/2016
End: 6/30/2017
Progress:

Action Priority

- Review and establish a mechanism to assess student-learning outcomes in the General Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment and Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and applic of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research
- Encourage and support opportunities for experiential learning, critical thinking, and

application of knowledge, both on and off campus.

- Unit: Academic Affairs in collaboration with other Divisions
  4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

  Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame
3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.
4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

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

The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis o quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
  - Results: College hosted open house completed in April 2017. See EMC results for additional details.
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.
- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant prog due to employee leaving institution.
- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

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

How was this plan and results conveyed to your Division/Department?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.

See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curre
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

3.a.: Encourage and support faculty implementation of experiential learning.

Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
   1. Begin development of a DNP within three years (AY2019).
   2. Develop Psychiatric and family primary care NP curricula within two years (AY201
   3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
   4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic

outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)
8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
    1. Consider new options for marketing to MSN perspective students.

2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee
This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7% **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing n of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

    1. Pre-semester meetings and monthly meetings
    2. Data analysis including program assessment plans for BSN and MSN
    3. New/updated survey implementation for BSN and MSN.
    4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, o measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

    1. By end of fall 2016, all of the MSN courses will be certified by QM™

        1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

    1. Waiting for CCNE approval by 10/31/2016

        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all memb Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.
    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing
        1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.
9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

    1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

    1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

    1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

    1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

    1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

        1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workloac working RN. Students are able to complete 30 hours prior to the start of the to spread out the hours, online MD responds can be completed (Online Trainin

and a teaching project is now required to ensure course goals a met. All of th options allow students to spread out the required 135 hours in unique and wo adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing ne of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

    1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

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

Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge

for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by His faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We prese assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali

publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support faculty implementation of experiential learning.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.a.: Encourage and support faculty implementation of experiential learning.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support sustainability initiatives.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.b.: Encourage and support sustainability initiatives.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities,

especially those involving students.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Support faculty research, creative activities, and regional engagement activities, especially t involving students.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.

Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.c.: Support faculty research, creative activities, and regional engagement activities, especially those involving students.

Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English

Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education cour and the English major.
2. Professional Development: Encourage, support, and track professional development
3. Cooperative Ventures: Foster cooperative ventures with other departments, adminis units, student groups on campus, the Frostburg community, off-campus professiona and other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking an degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Langua has unique staffing needs. We have critical areas that must be addressed in terms o workload and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Writing sections). Report any gathered student learning outcome data to AIR for GEP assessment.

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 30 level composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in ord ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program revi materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle State standard #12, the English and FLL Department will provide the requested data for assessment of ENGL 101 in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all facul learn how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional development.

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportu including Study Abroad, after-school programs, the Shakespeare Festival, and internshi

Student Recruitment - Increase efforts for student recruitment to our majors through experiential learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropriate sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the department uses a series of rubrics that have been vetted through department commit and adapted from rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollm compared to the number of students taking certain classes in recent years. Through th comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all se of the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have track of the number of faculty who took the training. However, this training had not be offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their depa stipend to present research at conferences. In order to track our achievements in mor detail, one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this trackin service in the future.

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborati work when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the rel programs maintain, update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the numb students who pass their classes in ENGL and MDFL. In order to determine if we are effe at recruiting majors and minors in MDFL, we track our numbers in the majors and minc from year to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before th semester begins). The committee chair works with instructors to obtain the requisite number of papers that will result in meaningful data. These papers are anonymized an placed in folders for the committee members to access. Using a rubric, the readers (2 sure - 3 in the case of a discrepancy) determine how well the papers perform according the course outcomes. These data are analyzed by the chair of the committee and pres to the department during one of our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this in January (before the semester begins). The committee chair works with Capstone instructor to obtain the portfolios. These portfolios are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the ca a discrepancy) determine how well the portfolios perform according to the course outco These data are analyzed by the chair of the committee and presented to the departmer during one of our spring meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the pc results. This information is reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provos Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale. Unlike our other classes, the papers are not anonymized and are assessed with rubric by the students' instructors. This assessment is run at the end of each semester data are sent to the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurring in the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in e class per semester over the last 5-10 years. Then the faculty members for each concentration meet to make changes. This year, changes were made to the literature c rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final report is uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assi tracks the number of professors who apply for a department stipend throughout the ye (2) a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availa of data, the latter information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavors to the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lists, but we do not do anything else with the information at this point Student recruitment initiatives themselves are not assessed other than looking at overa increases or decreases in the numbers of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair a members of CIE, who serve as advisors to our international students follow these numb closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty mem have to go on overload or more adjunct professors have to be hired, we do not conside these situations as effective. In addition, when a faculty member retires with a particu specialty that is not replaced (e.g., Linguistics), this situation is not effective. We watc fluctuations in the ratio between part-time and full-time faculty as well as the number o overloads carried by faculty members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to a assessment tool. We created an assessment tool and read portfolios, following a proce similar to our Capstone assessment. Dr. Morris presented the findings at a department meeting (report will be presented in the fall). In light of the GEP rubrics developed this the committee has decided to explore ways to change our current assessment tool to o that works with the GEP assessment of our 300-level writing classes. By doing so, we able to track progress that students make in meeting the goals and outcomes over mul semesters rather than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sectio 101, the committee placed the discussion of creating a discretely numbered course for placed students on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communication for this purpose. We began the assessment using ENGL 308 in both th and the spring using the guidelines given to us by the Provost's Office. We successfully gathered data and reported it to AIR.

The department's Assessment Committee revised the Capstone rubric based on the abi measure the outcomes in a meaningful way. Two outcomes, those on diversity and collaboration, were removed from the portfolio rubric and placed into the exit survey fo majors, which was distributed in the Capstone class and adapted from the MLA exit sur for majors. Dr. Morris presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentration, proposing and passing a new course rotation for the upper division cours that courses would be offered less frequently in order to fill. They also eliminated ENGI because students are not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentrati change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: App Digital Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC p the proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accom compression of current courses, and the 3 new courses will contain much of the sam material as the eliminated 6.This provides students and instructors with a more effic use of time by meeting the same outcomes as the previous courses in fewer credit h

Concentration- Teaching: The department updated the advising sheets to reflect the ch in the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores fron visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreign languages met with the Dean on May 30 to discuss the external reviewer's com as well as the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be assessed for Middle States. Based on the criteria given by the Provost's Office, this cla not a viable option this time around. Specifically, the instructors completing the assess were supposed to be tenured/tenure track. Instead, select 308 instructors were provid with training to complete the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursemer those who presented research at conferences. We also began to track the number of e type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments acro campus, our department houses the Center for Literary Arts, many interdisciplinary mir and the advisors for student organizations. These opportunities allow us to work with r on and off campus.

In addition to having representatives at all Open Houses (including the early session fro 10), the department created a 3-person student recruitment committee to target prosp and incoming freshmen in collaboration with the Office of Admissions. The committee drafted and sent letters to these students and worked to establish a connection betwee them and the department in an attempt to persuade them to attend FSU. They also re data showing trends in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in field. No other program in the department has pursued this route formally. However, r professors are a part of the listservs for their professional organizations and/or serve o advisory and editing boards in their fields. We have ample connections to ensure that following best practices in our field and preparing students for the various careers to wl our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropriate writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of America culture.

We worked diligently to follow up with students who took the online placement test. Th discussions with the coordinator of international studies and faculty in the music progra we found some ways to meet the demands for French classes. However, due to staffing needs, we had to concede that the music department could no longer sustain its track i French for vocal performance. We are hopeful that the program review will provide us strategic plan to address this area more effectively. We also expect that the newly pas curriculum, which reduced the number of credits required, will facilitate those students desire MDFL as a second major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the de we determined the need for three more PIN positions. We were told that only retiring f members would be replaced, so we only submitted a request for Linguistics. However,

began to draft the PIN request for a journalism professor, and we also need another PI advanced

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

Most of the goals are designed as ongoing. Therefore, they were approved by the department for next year. Under each goal, the action priorities are adapted to enable further progress on each goal. As far as resources are concerned, we are mindful of assigning certain tasks to department committees for the year. Our assessment comm will use the data from the 101, 308, and Capstone assessments and make changes tha improve the assessment process. For instance, we are moving toward a rubric that wil us to measure student learning outcomes not just in specific classes but from freshmar junior year in regard to GEP writing. The curriculum committee has added the addition task of monitoring the changes to course offerings to its duties. We hope to expand ou tracking of the types of professional development activities in which our faculty particip also include service. We will make the same PIN requests as last year because we had already determined that we have more demand for certain classes covered in those rec than we can fill. Our professional development support is working well, and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue cooperative ventures, for our department is known for working across disciplines and fo preparing our students for the job market. The work between CIE, ENGL, and FLL with international students seems to have improved over this past year, so we plan to try th same placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, includ tracking faculty members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is t to adopt them. Once they are passed, various members of the department are asked a volunteer to help the department achieve these items. The annual department retreat September focuses on these action priorities in order to set the tone for the academic y

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

    1. By end of fall 2016, all of the MSN courses will be certified by QM™

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN

    1. Waiting for CCNE approval by 10/31/2016

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

    1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. Ongoing.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%
      Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic
      Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing ne

of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal # #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, o measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program

1. By end of fall 2016, all of the MSN courses will be certified by QM™
    1. Goal Met – All lecture courses are QM™ certified.

2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all memb Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

    1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

    1. Ongoing.

        1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

    1. Course repeat
    2. Practicum dismissal
    3. Chemistry grade C or better

        1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

    1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

    1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

    1. New advanced training is now available to faculty to participate
    2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

        1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workloa working RN. Students are able to complete 30 hours prior to the start of the to spread out the hours, online MD responds can be completed (Online Trainin and a teaching project is now required to ensure course goals a met. All of th options allow students to spread out the required 135 hours in unique and wo adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing n of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016. plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met

Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

    1. Goal Met – All submissions approved. MSN submission will not be in effect until t new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
    - Strategic Goals 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
    - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment

Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We preser assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event

for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Encourage and support interdisciplinary learning opportunities.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2015
End: 6/30/2016
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

3.d.: Encourage and support interdisciplinary learning opportunities.
Start: 7/1/2016
End: 6/30/2017
Progress: Ongoing

Action Priority

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Department of Nursing Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.

    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY201
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2
    4. Discuss importance and benefit of developing an EdD in Nursing Education within next four years (2020).

2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinic outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future programs.
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
    2. Accept first cohort of students spring 2017
4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
5. Plan NP Program tracks in the MSN – MH and FNP
    1. Submit program proposal fall 2016
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.
   Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic #2 and #4)
8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

1. Consider new options for marketing to MSN perspective students.
2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as nee This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

   1. Ongoing.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).
.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7% **Promote and support activities of educational distinction. (Aligns with University Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns wi DoN Strategic Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in programs.
.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

   1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic **Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing n of the RN-BSN program and the addition of the MSN program.

   1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe summer 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical f our Middle States accreditation. (Aligns with University Strategic Goal #1 a #3 and Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #

#5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
20. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either m not met, while others may be ongoing or in progress. We use quantitative data to asse student retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College Liberal Science Goals. Each of these goals is then linked to the department's action pri along with the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Action Priority provides documentation for guidance, deliverables, o measurable milestones to assess each action priority/goal as met or not. Depending on goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shorta areas. (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4 (Aligns with DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation MSN
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)

2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accreditation granted. Will re-evaluate after 12/1/2017.

3. Implement BSN Collaborative Model between ACM and FSU

    1. Pilot three students in Fall 2016

        1. Goal Met – 3 students piloted and remain in the program.

    2. Accept first cohort of students spring 2017

        1. Goal Met – 7 students accepted and 6 remain in the program.

4. Continue to establish articulation agreements and MOUs as part of our recruitment strategies to boost enrollment as needed or requested.

    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagersto CC, and Harford CC.

5. Plan NP Program concentrations in the MSN – MH and FNP

    1. Submit program proposal fall 2016

        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.

6. Implement new plan to have a dedicated advisory committee

    1. Appointed/invited members
    2. By-laws

        1. Goal Met – Permanent members appointed and by-laws provided to all memb Meetings continue to be held biannually.

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning process.

    1. Goal Met – Two new grants awarded totaling over $4 million to support the implementation of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare institutions for both the BSN and integrate the MSN into the current plan.

    1. Consider new options for marketing to MSN perspective students.
    2. Ongoing

        1. Goal Met- Recruitment in PA was added to the current marketing plan for exec in AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada) to generate interest in the MSN program. No increased interest fro Nevada has been observed to date.

9. Continue to assess prospective students for e-readiness and provide training as nee

This will be done via the website through survey and test course and scheduled orientation sessions for newly enrolled and current students.

1. Ongoing.

    1. Goal Met – The survey and test course remain on the website, but were not w used by perspective students.

.0. Develop a dismissal procedure for the department

1. Course repeat
2. Practicum dismissal
3. Chemistry grade C or better

    1. Goal Met – A dismissal policy was approved for the department of nursing anc be in use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

1. Goal Met – A grant was submitted to obtain funds to support CaLD students. Thi grant was denied, but the committee will continue to meet and address the need the CaLD student population.

.2. Strive to maintain a student retention rate of 75%. This will be done through variou strategies to include the Program Resource Center, website, orientations, satisfactio surveys at graduation, and follow-up surveys with alumni and employers.

1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strateg Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of C instructional design staff.

1. New advanced training is now available to faculty to participate
2. QM training/re-training and support will continue to be provided as needed throu 12/31/2016 for MSN certification

    1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and impleme best practices working with Culturally and Linguistically Diverse (CaLD) students in c programs.

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding population-focused nursing care concomitant with Bloom's Taxonomy and Webb's De Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practic

    1. Goal Met – The course has been re-designed and the practicum hours are bein offered to students in a variety of settings and formats to reduce the workload

working RN. Students are able to complete 30 hours prior to the start of the
to spread out the hours, online MD responds can be completed (Online Trainin
and a teaching project is now required to ensure course goals a met. All of th
options allow students to spread out the required 135 hours in unique and wo
adult student friendly ways.

**Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra
Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing ne
of the RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty membe
summer 2016.

1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

**Promote and support a culture of assessment within CLAS which is critical for our Middle
States accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affa
#2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)**

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

1. Goal Met – The systematic plan was developed and implemented in fall 2016.
plan was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

20. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
Other

21. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until t
new catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the fo

for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in for the coming AY (2017/2018) as many are still in progress and some will become mo priority such as establishing equipment and facility needs (DoN Goal #6), departmenta structure, fiscal resources, and staffing needs (DoN Goal #7) as new programs are add and being planned over the next AY. Resources were obtained through two grant propo that were awarded July 1, 2017 that total over $4 million to support the implementatio the NP program and the planning of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priorit reviewed along with the results. Plans are then made for the coming academic year in of changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2017 History Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures
Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessme procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's sugge for fewer survey courses, more topics courses and a tiered approach; and to highlight specialties of new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar section are cross-listed with HIST 489/490 Special Topics in History sections and taught by Hist faculty.

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduc to World Religions sections and by participating in the International Studies Steering Committee.

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environment and Economy in U.S. History and by participating in the Sustainabil Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues World History and/or developing a new course in U.S. women's history, and by participa in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existi IDIS 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and new IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPSF), faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergradua Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

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

See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultur Values, the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We prese assessment results in department meetings and discussed how we might "close the loo particularly in HIST 100, which all full-time HIST faculty teach. S. Boniece served on th GEP Review Committee and the CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course, HIST 434 Women in the United States, and for changes in title and/or descripti the following HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schust taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time i spring. G. Wood taught IDIS 491/HIST 490 New York City and Modern America in fall a IDIS 491/HIST 490 FSU Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for th time in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States which will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMS Steering Committee in fall and spring. S. Boniece served on the search committee for WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Event for the first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferences with support from History travel funds. On behalf of the FSU Reacting to t Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plar Support Fund grant.

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the an Dean's Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finali publication in *History Matters* (Appalachian State University's undergraduate journal of historical research) in fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approved.

How have the results impacted operations (if at all) including 1) What is the f for the upcoming year's plan; and 2) Were resources allocated or redistribute based upon the results?
We await the determination of the university's new strategic plan before creating our department plan for FY 2018. Most of our action priorities are ongoing; we will probabl a few new ones.

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing res have been regularly discussed at our monthly department meetings throughout the aca year.

Evidence, artifacts, and or back up documentation
No items to display.

3.e.: Seek resource enhancement from both internal and external resources within a framework of responsible resource management.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Seek resource enhancement from both internal and external resources within a framework c responsible resource management.

Providing Department: College of Liberal Arts and Sciences

Documentation
No items to display.

Data from Baseline

Responsible Roles:

4.1: Assessment

Start: 7/1/2016
End: 6/30/2017

Progress:

Action Priority

- Develop new programs and modify existing programs in alignment with institutional goals response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
- Facilitate and promote a culture of assessment for continuous and sustainable improveme throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research

Providing Department: Academic Affairs

Documentation
No items to display.

Data from Baseline

Responsible Roles:

2016 Academic Affairs Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Academic Affairs
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Master Goals:

1. Increase institutional recruitment, retention, and graduation rates with an empha quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
- Engage and train faculty and staff in support of our recruitment efforts.
  - Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen

success and retention.

- Unit: Assistant Provost for Student Success and Retention

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management

2. Provide a learning environment to facilitate and support students' academ personal growth and success.

Action Priorities:

- Enhance the quality of academic advising and assessment thru benchmarking and b incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director

3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designees Associate Provost and Director of Assessment a Institutional Research

- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions

4. Continuously assess, develop, and support academic programs to meet the needs of a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs

- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and

Institutional Research

Specify how your Division/Department Goals align to FSU strategic planning g

Specify your Division/Department Actions Priorities/Plans.
See above.

What are the Measures/Metrics used to assess effectiveness?

1. Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

2. Provide a learning environment to facilitate and support students' academic and per growth and success.
   Institutional Goal: Increase student quality, institutional retention and graduation ra while encouraging baccalaureate students to graduate within a four-year time frame

3. Prepare our students to become critical thinkers, lifelong learners, and technological competent global citizens.
   Institutional Goal: Develop and support academic programs and student services th prepare a changing student population for an era of complexity and globalization.

4. Continuously assess, develop, and support academic programs to meet the needs of changing student population and prepare them for a global society.

Institutional Goal: Increase student quality, institutional retention and graduation rates encouraging baccalaureate students to graduate within a four-year time frame.

The process of assessment per Action Plan: How were the results assessed?
The process for assessment is facilitated by the established responsible unit specified a and the results are articulated within the unit/department's annual report. Supporting documentation is provided below.

What were the results?
1.Increase institutional recruitment, retention, and graduation rates with an emphasis quality of incoming and current students.

Action Priorities:

- Identify and implement new strategies for recruitment purposes.
  - Unit: Admissions, Enrollment Management Committee (EMC)
  - Results: See Enrollment Management Admissions report and EMC plan attached.
- Engage and train faculty and staff in support of our recruitment efforts.

- Unit: Provost, Deans, Associate Vice President of Enrollment Management
- Results: College hosted open house completed in April 2017. See EMC results for additional details.

- Provide institutional and financial support for recruitment activities.
  - Unit: President and Provost
  - Results: Part-time recruiter was hired to fulfill gaps in recruitment coverage.

- Implement HelioCampus and Predictive Analytics Reporting (PAR) to support studen success and retention.
  - Unit: Assistant Provost for Student Success and Retention
  - Results: See Assessment and Institutional Research report. Data validation is nea complete for HELIO and PAR provided a data reveal. Data from both projects will to be contextualized and given to the practitioners to act.

- Deployment of technological tools to enhance recruitment.
  - Unit: Associate Vice President of Enrollment Management
  - Results: See Admissions report. Implementation of new CRM and website nearly complete.

    2. Provide a learning environment to facilitate and support students' academ personal growth and success.

    Action Priorities:

- Enhance the quality of academic advising and assessment thru bench-marking and l incorporation of innovative best practices.
  - Unit: Assistant Provost for Student Success and Retention, Deans, Department C
  - Results: See Asst. Provost for Student Success and Retention. No significant proc due to employee leaving institution.

- Facilitate and support the advancement and development of faculty and staff, includ teaching, research, scholarship, and service.
  - Unit: Provost, Deans, and Center for Teaching Excellence
  - Results: Center for Teaching Excellence-see attachments.

- Facilitate and support continuous improvement of campus learning environments.
  - Unit: Provost, Dean, Library Director
  - Results: Due to interim positions no significant progress.

    3. Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.

    Action Priorities:

- Review and establish a mechanism to assess student-learning outcomes in the Gene Education Program for continuous improvement.
  - Unit: Interim Provost's Designee Associate Provost and Director of Assessment a Institutional Research

- Results: See General Education Program Report
- Encourage and support opportunities for experiential learning, critical thinking, and application of knowledge, both on and off campus.
  - Unit: Academic Affairs in collaboration with other Divisions
  - Results: See other college/department results.

4. Continuously assess, develop, and support academic programs to meet the ne a changing student population and prepare them for a global society.

Action Priorities:

- Develop new programs and modify existing programs in alignment with institutional and response to regional, state, and national workforce needs.
  - Unit: Provost, Deans, Department Chairs
  - Results: Completion of Program Review
- Facilitate and promote a culture of assessment for continuous and sustainable improvement throughout the institution.
  - Unit: Interim Provost's Designees, Associate Provost, Director of Assessment and Institutional Research
  - Results: See MSCHE Monitoring Report

How have the results impacted operations (if at all) including 1) What is the f 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?
Provost Advisory Council Meetings

Evidence, artifacts, and or back up documentation.
See file library.

- Continuously assess, develop, and support academic programs to meet the needs of a changing student populatio
  - Program Review Guidelines
  - SLAAG Annual Report
- Increase institutional recruitment, retention, and graduation rates with an emphasis on quality of incoming and curr
  - EMC Plan 2016-2017
  - FSU PAR Data Reveal
- Prepare our students to become critical thinkers, lifelong learners, and technologically competent global citizens.
  - Gen Ed Report Fall 2016
- Provide a learning environment to facilitate and support students' academic and personal growth and success.
  - EHSC Building

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and successfully upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lea creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and S to created training opportunities to promote meaningful assessment and improved documentation.
4. Create and facilitate training for departments to use a faculty workload calculator. Th project is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction b on survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Tr provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfaction survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7,

successfully passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 5 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the fo for the upcoming year's plan; and 2) Were resources allocated or redistributed based upon the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects whic delayed some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

5.1: Continue to allocate resources to implement and operationalize the marketing an branding of the University.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Continue to allocate resources to implement and operationalize the marketing and branding of the University.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.1: Develop and implement marketing and rebranding strategies.

Start: 7/1/2013
End: 6/30/2014

Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.2: Direct external funds raised through the FSU Foundation to support the Universit priorities.
Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Direct external funds raised through the FSU Foundation to support the University's priorities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.2: Encourage fundraising efforts through the FSU Foundation that support the University's priorities.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.3: Establish a baseline and project growth in the number of grant applications, num of grants awarded, grant amount per award, and total grant dollars awarded to FSU.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.3: Grow the number of grant applications, number of grants awarded, grant amount award, and total grant dollars awarded to FSU.
Start: 7/1/2014
End: 6/30/2015
Progress:

Action Priority
Grow the number of grant applications, number of grants awarded, grant amount per award, and total grant do awarded to FSU.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.4: Encouragement and Rewards for Faculty Engaged in Scholarship, Workshops, etc
Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Provide encouragement and rewards to faculty and professional staff who engage in activitie such as scholarship, workshops, professional presentations, artistic performances, and creat activities that reflect positively on the University, as well as support University priorities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.4: Provide encouragement and rewards to faculty and professional staff who engag activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

5.4: Provide encouragement and rewards to faculty and professional staff who engag activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholars workshops, professional presentations, artistic performances, and creative activities that reflect positively on t University, as well as support University priorities.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.5: Explore the founding of a school of graduate education at FSU that will be a partr with the Colleges, local, regional and statewide business and organizations to develop programs responsive to regional and statewide workforce needs.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

5.5: Support for Faculty

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
At the College level, Deans (with support of the Provost and VPs) shall chart and further encourage and provide financial support for attendance and presentation of faculty and staff intellectual output both on and off campus at regional, national, and international conferenc

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Raising Awareness
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: University Advancement

Documentation
Storyboard

Data from Baseline

Responsible Roles:

Advance : Fund raising
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: University Advancement

Documentation
Storyboard

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio
The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skill

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location or off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interv and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie participate in departmental planning and departmentally sponsored professional developmer events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities light of the forthcoming Mission Statement and plan for the university-at-large. We have cre committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr

sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavc the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations ir ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Mor presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asses for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective and incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes

are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, a Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outc not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to continue in our cooperative ventures, for our department is known for working across discip and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment & IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Theatre/Dance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1:

The Department will work with administration and conduct internal review about budgetary r for Theatre and Dance, particularly related to production season. [Strategic Plan Alignment: #3, University #1, #5, Academic Affairs #3]

Goal #2:

The Department will pursue opportunities for a studio space for Design/Technology track and storage usage. [Strategic Plan Alignment: CLAS #2, #3, University #2, #3, Academic Affairs

Goal #3:

The Department will pursue University support to hire new faculty members. [Strategic Plan Alignment: CLAS #4, University #4, Academic Affairs #2]

Goal #4:

The Department will review and implement new recruitment strategies for the Theatre majo Dance minor to address a decrease in numbers. [Strategic Plan Alignment: CLAS #2, Univer #2, #3, Academic Affairs #1]

Goal #5:

The Department will investigate and assess curriculum with regard to the current curriculum the possibility of B.A., B.F.A., and National Association of Schools of Theatre (NAST) accredit options. [Strategic Plan Alignment: CLAS #2, #3, #6, University #1, #2, #3, #5, Academic Affairs #1, #2, #3, #4]

Specify your Division/Department Actions Priorities/Plans.
1.a. The Department will review and implement new audience building strategies to increase audience attendance during performances. Continuing from FY16.

1.b. The Department will lobby for a student performing arts fee to offset costs. Continuing f FY16.

1.c. The Department will lobby for an increased budget line for production, with particular emphasis on collecting data related to workload assignments (reassigned time) and the stud experience.

1.d. The Department will investigate revenue resource opportunities through FSU scenery a costume rentals.

2. The Department will reconfigure and restructure classroom spaces for Design/Technology particularly related to PAC 222 and 315.

3. PIN Requests: will be submitted and lobbied for the following positions: Technical Director Ph.D, and Costume Shop Supervisor.

4. New marketing strategies for program with particular emphasis on DT track.

5.a. The Department will review curriculum changes for new catalog year and restructure th Design/Technology track curriculum, using assessment findings during decision-making.

5.b. The Department will collaborate with Department of Music on new Musical Theatre min

5.c. The Department will monitor assessment strategies and make necessary changes to re in compliance and close the loop.

What are the Measures/Metrics used to assess effectiveness?
Reporting during bi-monthly department meetings.

The process of assessment per Action Plan: How were the results assessed?
The department met and agreed upon action priorities in advance of FY17. In some cases, re were assessed based on data. For instance, we can track that ticket sales went up to some c and we attribute this to the ease of purchasing tickets online and using credit/debit cards. W not have a way to track whether or not this brought in "new" audience members, but we bel that the new software program has encouraged (rather than discouraged) audience member attend our shows as they have fewer obstacles to purchase tickets.

At various times during the AY, department members discussed the action plan during depar meetings.

What were the results?

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Resources have not been allocated or redistributed based on the results. The focus of FY18 h not yet been determined, as departments were asked to hold off until the new FSU strategic is in place. Even so, the department will continue to pursue some actions from FY17, such as developing audience building strategies and recruitment efforts, as these are ongoing and ne yearly recognition. The department will meet in August to determine the FY18 plan.

How was this plan and results conveyed to your Division/Department?
Results were conveyed and discussed openly during a spring 2017 department meeting with members present.

Evidence, artifacts, and or back up documentation
2016-2017 Theatre & Dance SP final report

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, success passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Athletics Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Athletics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Collaborate with Academic Affairs to support student retention and support services.
2. Continue to upgrade Athletic Facilities.
3. Recruit & Retain talented staff committed to student learning and team performance.

Specify your Division/Department Actions Priorities/Plans.

- AP1. Actively monitor and follow-up on Beacon alerts.(Goal 1)
- AP2. Renovate & Expand Women's locker room, so each athletic team has their own spac (Goal 2)
- AP3. Renovate & Expand Women's locker room, so each student-athlete has their own loc year round. (Goal 2)
- AP4. Provide and Maintain a safe and up to date exercise facility for student-athletes and campus community. (Goal 2)
- AP5. Conduct national searches for athletic staff using NCAA Market and specific professic sites to advertise positions. (Goal 3)

What are the Measures/Metrics used to assess effectiveness?

- AP1. Track number of coaches responses through Beacon. (Goal 1)
- AP2. Count number of designated locker rooms. (Goal 2)
- AP3. Count number of designated spaces. (Goal 2)
- AP2 & AP3. Calculate square footage added after renovation. (Goal 2)
- AP4. Evaluate age and usage number cardio vascular equipment. (Goal 2)
- AP5. Track mean median and mode of service years of current full-time staff. (Goal 3)

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

- AP1. Query number of individual coaches responses within Beacon Alert System. (Goal 1)
- AP2. Counted number of designated spaces and matched them number of teams. (Goal
- AP3. Count number of individual lockers. (Goal 2)
- AP2 & AP3. Calculate square footage before the renovation and after renovation to compa change. (Goal 2)
- AP4. Reviewed purchase date, hr of use, maintenance records. (Goal 2)
- AP5. Calculate service years of current full-time staff. (Goal 3)

What were the results?

- AP1. Coaches received ## Beacon Alerts. Coaches acknowledge and responded to ## Be Alerts. (Goal 1)
- AP2. Added 5 new locker room space. Each team now has its own designated space. (Gc
- AP3. Increase the number individual lockers from 128 to 216.
- AP2 & AP3. Added ### square feet of space. (Goal 2)
- AP4. Cardio Equipment was ## years old. (Goal 2)
- AP4. Maintenance records showed we experience significant down time due to equipment (Goal 2)
- AP5. Mean number of years of service ###. Median number of years of service ###. Mo number of years of service ###.(Goal 3)

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

- AP1. We have conducted a supplemental training with coaches to increase their efficiency

Beacon Alerts. Training time was the only resource utilized. (Goal 1)

- AP2. These spaces have boosted team morale. They have been used to help recruit new student-athletes. We have conducted tours with alumni to improve relations. No additiona resources for 2017. (Goal 2)
- AP3. Each student-athletes now has their own space. No additional resources for 2017. (2)
- AP2 & AP3. The increase in square footage has created better environment for student-athletes. It has increased team morale and pride. No additional resources for 2017. (Goa
- AP4. New Cardio Equipment has generated excitement among the campus community. N additional resources for 2017. (Goal 2)
- AP4. We have experienced a significant reduction in equipment down time. We were able purchase new types of equipment to diversify our offerings. No additional resources for 2 (Goal 2)
- AP5. We did not have any head coaches leave in 2016. We will continue to try to retain o better coaches. We will need to be willing to make retention adjustments to salaries wher needed (Goal 3)

How was this plan and results conveyed to your Division/Department?
These plans and results were communicated at monthly staff meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Center for International Education Annual Report

Start: 7/1/2015
End: 6/30/2016
Progress: [You do not have access to view this field.]
Providing Department: Center for International Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Increase new partnerships with international college and universities.
Increase the number of international students at FSU
Increase the number of global programs on campus

Specify your Division/Department Actions Priorities/Plans.

Worked with the VP for International Affairs to help establish new partnerships with selected international colleges and universities. The purpose of this goal was to transition student foreign exchange programs to degree-seeking undergradu graduate programs.
Worked with the VP for International Affairs and the Office of Admissions to recruit international students to Frostburg St University.
Increased the number of global programs developed by the university for students, faculty and staff.

What are the Measures/Metrics used to assess effectiveness?

The measure adopted to assess the progress in achieving the action priority was the number of new cooperative agreeme created or enhanced during the 2016 evaluation year.
The international student statistics for fiscal year 2015 and 2016 were subject to comparative analysis.
The number of new cultural programs will be the measure used to assess the effectiveness of this departmental goal.

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

At the end of the year, FSU had created three new cooperative agreements with international institutions. The CIE and va departments on campus will continue to build these new programs in the coming years.

The CIE compared the end-of-the-year statistics for 2016 to the previous year and concluded a significant increase.

The CIE confirmed that three new global programs were developed for students, faculty and staff. The CIE staff had atten participated in all three programs. Each of the program events were well-attended by the campus community.

What were the results?

A total of three degree programs between the University were established or enhanced. These programs include a joint c B.S. program in Economics/Finance with the Hunan University of Commerce (China); a 4+1 master's degree program in ap computer science with the Communication University of Chine, Beijing; and a 2+2 B.S. program in Computer Science with Hanoi University of Industry (Vietnam). Once fully operational, these cooperative programs promise to expand the Unive international presence and bring additional degree-seeking students to FSU. The degree to which these cooperative degr programs have been successful in bringing additional students to FSU will be assessed beginning in 2019.

The number of international students has increased from 100 during the Spring 2015 semester (from 17 countries) to 156 end of the Spring 2016 semester (from 21 countries). The CIE worked closely with the Interim Vice President of Internatic Government Affairs to maintain our relationships with international partner institutions.

The CIE in cooperation with student clubs and other university offices developed and supported two new cultural progran during the 2016 academic year. The Frostburg Indian and South Asian Student Association (FISASA) and Graduate Service a Pick-up Cricket Tournament and the Diwali Holiday Celebration. Both events were well attended by students, faculty, an In addition, the Chinese students, along with Westside Elementary School, hosted a Chinese New Year Celebration at the Club Mall. The students shared many cultural activities, crafts, and foods with the local community.

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

Additional staff resources from other departments/units of the University assisted the CIE in providing services to interna students. These units included colleges, Offices of Graduate Services and the Office of Admissions.

A part-time General Assistant was hired by the CIE to assist with the increase of students. There were many more studen visiting the CIE for help with courses, insurance, billing, and visa issues; therefore, the additional help was necessary. The Computer Science Department also provided the CIE with an additional Graduate Assistant who provided 10 hours of add office help each week.

Graduate Services provided much needed help to the Indian students with planning the Pick-up Cricket Tournament and t Diwali Holiday Celebration. Funding for the tournament gear and the holiday dinner were provided by the FISASA and co donors. The Chinese New Year Celebration was fully funded by the Westside Elementary School; although, the CIE did pr transportation for the Chinese students to the mall.

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

The director of the CIE regularly met with the Interim VP of International and Government Affairs to discuss strategies for partnerships with our international institutions. The FSU Interim President was also regularly updated about these discus

The International Education Advisory Council (IEC) was updated each month about the international student statistics (nu students, majors, locations. . .). The director had regular (weekly) meetings with the CIE staff and biweekly meetings wit Interim VP of International and Government Affairs.

Information about these programs was shared campus-wide. Regular meetings with the CIE staff were held in preparatio these programs. The CIE also met regularly with Graduate Services, the Frostburg Indian and South Asian Student Associa and the Chinese students.

Evidence, artifacts, and or back up documentation

CIE Department Report 2016 for PACIE

2016 Department of Nursing Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Nursing
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Strategic Goals

AY2016-2017

1. Develop initiative to expand new programs.
    1. Begin development of a DNP within three years (AY2019).
    2. Develop Psychiatric and family primary care NP curricula within two years (AY2018).
    3. Revisit a Nursing Informatics MSN track within the next three (was 4) years (AY2019)
    4. Discuss importance and benefit of developing an EdD in Nursing Education within the four years (2020).
2. Continue to develop partnerships with community colleges.
3. Continue to strengthen relationships with community organizations to improve clinical outcomes.
4. Establish a faculty and staff development strategies.
5. Enhance student retention and recruitment strategies.
6. Establish equipment and facility needs for current programs, new building, future prograr
7. Determine department structure, fiscal resources, and staffing needs.
8. Maintain a culture of accreditation readiness at all times.

Specify your Division/Department Actions Priorities/Plans.

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016

2. Accept first cohort of students spring 2017

4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.

   1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford

5. Plan NP Program tracks in the MSN – MH and FNP

   1. Submit program proposal fall 2016

6. Implement new plan to have a dedicated advisory committee

   1. Appointed/invited members
   2. By-laws

7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro **Enhance student recruitment and retention efforts. (Aligns with University Strat Plan Goal #2 and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and**

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

   1. Ongoing.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

   1. Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%. **Promote and support activities of educational distinction. (Aligns with Unive Strategic Plan #1 and #5 and Academic Affairs #3) (Aligns with DoN Strategi Goal #3)**

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate
   2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog
.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth o Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum. **Recruit and retain diverse and talented faculty and staff. (Aligns with Univer Strategic Goal #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal # #3 and #6)**

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

.7. Submit new faculty self-statement document.
Promote and support a culture of assessment within CLAS which is critical for ou Middle States accreditation. (Aligns with University Strategic Goal #1 and #3 an Academic Affairs #2, #3, and #4) (Aligns with DoN Strategic Goal #3, #5, #6 an #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

.9. Complete Program Review for FSU internal processes.
!0. Submit AACN annual survey and CCNE substantive change document (if needed).
Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

What are the Measures/Metrics used to assess effectiveness?
The metrics/measurements vary among the goals. For some of the goals it is either met or met, while others may be ongoing or in progress. We use quantitative data to assess studen retention.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Nursing is aligned with the applicable College of Lib Science Goals. Each of these goals is then linked to the department's action priorities along the University, Academic Affairs, and Department of Nursing Strategic Plans/Goals. Each Ac Priority provides documentation for guidance, deliverables, or measurable milestones to asse each action priority/goal as met or not. Depending on the goal or priority the result is either quantitative or qualitative.

What were the results?

Strategic Plan Action Priorities

AY2016-2017

Develop new programs to respond to emerging needs and to workforce shortage a (Aligns with University Strategic Plan Goal #1 and Academic Affairs #4) (Aligns wi DoN Strategic Goal #1 and 2)

1. Implement MSN program
    1. By end of fall 2016, all of the MSN courses will be certified by QM™
        1. Goal Met – All lecture courses are QM™ certified.
2. By spring 2016, complete re-accreditation process for the RN-BSN and accreditation of M
    1. Waiting for CCNE approval by 10/31/2016
        1. Goal Met for BSN Program – Accredited for 10 years (Self-study Due 2026)
        2. Goal Met for MSN Program – Report due December 1, 2017 (3-5 Years of accredita granted. Will re-evaluate after 12/1/2017.
3. Implement BSN Collaborative Model between ACM and FSU
    1. Pilot three students in Fall 2016
        1. Goal Met – 3 students piloted and remain in the program.
    2. Accept first cohort of students spring 2017
        1. Goal Met – 7 students accepted and 6 remain in the program.
4. Continue to establish articulation agreements and MOUs as part of our recruitment strate to boost enrollment as needed or requested.
    1. AACC, MC, Wor-Wic, PGCC, Cecil, and Harford
        1. Goal Met – Cecil and Harford added to the list of ATB articulation agreements
        2. Current agreements are with ACM, Carroll CC, CCBC, Cecil CC, FCC, Hagerstown C Harford CC.
5. Plan NP Program concentrations in the MSN – MH and FNP
    1. Submit program proposal fall 2016
        1. Goal Met – Proposal submitted and approved. Waiting final MHEC approval.
6. Implement new plan to have a dedicated advisory committee
    1. Appointed/invited members
    2. By-laws
        1. Goal Met – Permanent members appointed and by-laws provided to all members. Meetings continue to be held biannually.
7. Submit NSP II Grant to extend the NP program and begin the DNP program planning pro

1. Goal Met – Two new grants awarded totaling over $4 million to support the implement of the NP program and plan the DNP program.

Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan Goal and Academic Affairs #1) (Aligns with DoN Strategic Goal #2 and #4)

8. Continue to expand recruiting and marketing to community colleges and healthcare instit for both the BSN and integrate the MSN into the current plan.

   1. Consider new options for marketing to MSN perspective students.
   2. Ongoing

      1. Goal Met- Recruitment in PA was added to the current marketing plan for executior AY2017/2018. An advertisement in a SARA approved state was purchased (Nevada generate interest in the MSN program. No increased interest from Nevada has bee observed to date.

9. Continue to assess prospective students for e-readiness and provide training as needed. will be done via the website through survey and test course and scheduled orientation se for newly enrolled and current students.

   1. Ongoing.

      1. Goal Met – The survey and test course remain on the website, but were not widely by perspective students.

.0. Develop a dismissal procedure for the department

   1. Course repeat
   2. Practicum dismissal
   3. Chemistry grade C or better

      1. Goal Met – A dismissal policy was approved for the department of nursing and will use starting in the 2017/2018 AY.

.1. Continue to develop and implement strategies to meet the needs of Culturally and Linguistically Diverse online students (CaLD).

   1. Goal Met – A grant was submitted to obtain funds to support CaLD students. This gra denied, but the committee will continue to meet and address the needs of the CaLD st population.

.2. Strive to maintain a student retention rate of 75%. This will be done through various strategies to include the Program Resource Center, website, orientations, satisfaction sur at graduation, and follow-up surveys with alumni and employers.

   1. Goal Met - Most recent retention rate from fall 2016 (Spring 2015 – Spring 2016) was 87.7%.

Promote and support activities of educational distinction. (Aligns with University Strategic Pl and #5 and Academic Affairs #3) (Aligns with DoN Strategic Goal #3)

.3. Continue to train faculty on best practices in online learning with the assistance of CIT instructional design staff.

   1. New advanced training is now available to faculty to participate

2. QM training/re-training and support will continue to be provided as needed through 12/31/2016 for MSN certification

    1. Goal Met - Ongoing

.4. Continue to implement the CaLD Committee. This group works to plan and implement be practices working with Culturally and Linguistically Diverse (CaLD) students in online prog

1. Goal Met – See action priority #11.

.5. Integrate various educational methodologies to enhance learning and understanding of population-focused nursing care concomitant with Bloom's Taxonomy and Webb's Depth c Knowledge.

1. Implement the redesign of NURS 495 Population Focused Nursing Practice Practicum.

    1. Goal Met – The course has been re-designed and the practicum hours are being off to students in a variety of settings and formats to reduce the workload on a workin Students are able to complete 30 hours prior to the start of the course to spread ou hours, online MD responds can be completed (Online Training), and a teaching proj now required to ensure course goals a met. All of these options allow students to s out the required 135 hours in unique and working-adult student friendly ways.

Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4 and Academic Affairs #2) (Aligns with DoN Strategic Goal #1, #3 and #6)

.6. Continue to hire additional administrative staff and faculty to support the growing needs RN-BSN program and the addition of the MSN program.

1. One FTTT faculty lost in 2016. Proposal submitted to replace this faculty member sum 2016.

    1. Goal Partially Met – PIN approved; search committee in process for new hire.

.7. Submit new faculty self-statement document.

1. Goal Met – Document was submitted and approved.

Promote and support a culture of assessment within CLAS which is critical for our Middle State accreditation. (Aligns with University Strategic Goal #1 and #3 and Academic Affairs #2, #3, a #4) (Aligns with DoN Strategic Goal #3, #5, #6 and #7)

.8. Implement the new systematic evaluation plan in fall 2016.

1. Pre-semester meetings and monthly meetings
2. Data analysis including program assessment plans for BSN and MSN
3. New/updated survey implementation for BSN and MSN.
4. Implement new meeting minute process.

    1. Goal Met – The systematic plan was developed and implemented in fall 2016. The was used biannually in 2016/2017 AY.

.9. Complete Program Review for FSU internal processes.

1. Goal Met – Program review completed for the BSN program.

!0. Submit AACN annual survey and CCNE substantive change document (if needed).

1. Goal Met
   Other

!1. Submit undergraduate and graduate catalog changes as needed.

1. MSN Practicum courses
2. New general education and/or BSN courses
3. All MSN course descriptions

1. Goal Met – All submissions approved. MSN submission will not be in effect until the n catalog year or supplement is published.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Overall, our goals were met, ongoing, or in progress. The strategic goals will remain in plac the coming AY (2017/2018) as many are still in progress and some will become more of a p such as establishing equipment and facility needs (DoN Goal #6), departmental structure, fi resources, and staffing needs (DoN Goal #7) as new programs are added and being planned the next AY. Resources were obtained through two grant proposals that were awarded July 2017 that total over $4 million to support the implementation of the NP program and the pla of the DNP program.

How was this plan and results conveyed to your Division/Department?
The strategic plan and action priorities are provided to the faculty at the pre-semester Department of Nursing meetings each fall. At the meeting each Goal and Action Priority is reviewed along with the results. Plans are then made for the coming academic year in term changes, deletions, or additions to the goals, priorities, or plans for assessment.

Evidence, artifacts, and or back up documentation

- Department of Nursing
  - Strategic Goals 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL
  - Strategic Plan Action Priorities 2016_2017_09202016_FINAL_updated_07312017

2016 Facilities Annual Report

Start: 1/1/2016
End: 12/31/2019
Progress: [You do not have access to view this field.]
Providing Department: Facilities
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide systematic process to maintain and refurbish academic and student facilities.

2. Oversee the University's sustainability plan.

Specify your Division/Department Actions Priorities/Plans.

- AP 1- Increase coverage of surveillance cameras on campus and migrate all existing cam to the enterprise system. (Unit Goal 1)
- AP 2 - New Police Building. (Unit Goal 1)

What are the Measures/Metrics used to assess effectiveness?
AP1 - How many cameras were added, are they all on the enterprise system?

AP2 - Has the new building been completed?

The process of assessment per Action Plan: How were the results assessed?
AP1 - 92 cameras were added, all cameras are on the enterprise system.

AP2 - The new Police building has been completed and is occupied.

What were the results?
Both AP1 & AP2 were completed.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP1 - Reallocated funding from an early pay off of financed IT equipment was used to purch the surveillance equipment.

AP2 - Capital funds were allocated by the State of Maryland and FSU operating funds were allocated.

How was this plan and results conveyed to your Division/Department?
AP1 & AP2 - This information is shared during weekly Staff Meetings.

Evidence, artifacts, and or back up documentation

- Capture1
- FSU PSF - OAC _10 Meeting Minutes 9.1.16

2016 Graduate Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate

enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Rete Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 Mathematics Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Mathematics
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Implement strategies for improving recruitment and retention of majors/minors.
2. Increase individualized student research and experiential learning.
3. Establish a 3D printing station for students and faculty.
4. Confirm and clarify learning outcomes for mathematics general education courses and distribute to faculty for curriculum planning.
5. Devise and execute a sustainable assessment plan for mathematics general education co

Specify your Division/Department Actions Priorities/Plans.

1. Established a student social club (The Dead Poets Society) that met weekly; actively mar a departmental Facebook page; met with calculus classes in local area schools; participat Open House events
2. Required students to complete individual research projects in certain upper-level courses MATH 470 and MATH 491); encouraged students participate in the CLAS Undergraduate Research Symposium; provided transportation for students to attend an undergraduate research conference; funded registration costs for student to attend a on-campus mather conference
3. Purchased a 3D printer and established a space within the department to house printer
4. Established sets of learning outcomes for two of our five GEP courses
5. Departmental Assessment Committee met to revise the GEP Quantitative Literacy assess instrument and facilitated the assessment for both Fall 2016 and Spring 2017.

What are the Measures/Metrics used to assess effectiveness?

1. Attendance at student social events; number of "Liked" Facebook posts; number of MATH majors/minors
2. Number of students who completed individual research; number of student who attend conferences/events
3. No measures used here
4. No measures used here
5. Results of GEP Assessment

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

The department had no formal process of assessment in place for any of the goals aside fror See next section (Results) for additional details.

What were the results?

1. Our new student support group "The Dead Poets Society" was successful as evidenced by number of students who attended weekly meetings; other recruitment/retention strategie such as high school visits and social media have certainly increased the department's pre but with the overall university enrollment decline it's hard to determine if such efforts hav impacted our program enrollment directly.
2. MATH has continued to increase individual student research through related course requirements in MATH 491 - Seminar in Mathematics and MATH 470 - Mathematical Mode Applications; we have continued to encourage students to present research at the CLAS Undergraduate Research Symposium and invited a group of students to an undergraduat research conference at James Madison University where one of our students presented hi research findings.
3. The department purchased a new 3D printer and established a dedicated space for the pr
4. The departmental curriculum committee met several times this past year to establish lear outcomes for our five GEP courses. Thus far, objectives for MATH 119 - College Algebra Math 120 - Precalculus have been established and shared with faculty. Additionally, the committee created a set of assessment objectives for these courses that will align with ou assessment of Mathematical and Quantitative Reasoning (see 5).
5. A subgroup of the departmental assessment committee met to revise the Mathematical a Quantitative Reasoning assessment and align it with the established assessment rubric. assessment was given to almost 500 students in the spring. Scores in four of the five assessment categories improved from Fall 16 to Spring 17.

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

1. The department will continue to support the Dead Poet Society this coming year; will hav used some department funds to purchased promotional items such as stickers, water bot and t-shirts.
2. Continue to serve as a department goal; continue to provide students with transportation research events
3. Continue to build expertise in department with the goal of hire students to support 3D pr efforts; encourage student to incorporate 3D printer in research
4. Continue to establish learning objectives for the remaining GEP courses.
5. Continue to develop assessment plan for GEP Assessment - Mathematical and Quantitativ Reasoning.

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

Outcomes and updates were shared with department faculty during monthly department meetings.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Music Department Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Music
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Continue and expand recruiting efforts

- Increase travel of performing ensembles.
- Continue to increase faculty visibility throughout the region as clinicians, adjudicators, an conductors.
- Recruitment poster and publicity materials mailed to high schools through the region.

Friends of Music @ Frostburg (FMF)

- Continue to increase music scholarship support.
- Work with the FSU Foundation on strategies to increase alumni and community support.
- Focus on gifts of $10,000 and above for departmental needs and scholarships.
- Allocate sufficient funding for department ensemble tours.
- Initiate campaigns for naming seats in Pealer Recital Hall and for naming music classroon studios.

Priority funding needs

- double-reed instruments: oboes and bassoons
- an additional alto saxophone and tenor saxophone (intermediate level)
- 2 flugelhorns
- 1 Yamaha convertible marching tuba
- bass guitar, bass amplifier
- sound equipment and lighting in the Recital Hall

Curriculum and catalog changes

- Course title changes for MUSC 106 (Music in Contemporary Society) and MUSC 340 (Cha Choir) to better reflect course content.
- Course title and description change for MUSC 346 (The Opera) to reflect a more comprehensive treatment of opera and art song literature for voice majors.
- Conversion of MUSC 210 (Diction for Singers) into a 2-semester lab sequence.
- Revise the Vocal Performance concentration for improved progress to graduation.
- Creation of a jazz improvisation class to further enhance the skills of students enrolled in Orchestra and the Vocal Jazz Ensemble.
- Change program listings in the undergraduate catalog:

- Add MUSC 335 (String Ensemble) to the list of qualified major ensembles; delete MUSC 3 from the major ensemble list.
- Specify that only courses in which you earn a C or better will count towards satisfaction c

requirements for the major *and the minor*. (The current listing only specifies the major.)
- Remove the Sophomore Evaluation requirement from the summary of core major requirements; there is now a separate course number for each track's sophomore evalua so each unique sophomore evaluation should be listed separately in the description of ea track/concentration.

Specify your Division/Department Actions Priorities/Plans.
Continue and expand recruiting efforts

- In Fall 2016 the Wind Ensemble, Jazz Orchestra and Chamber Singers toured high school Maryland. The Instrumental ensembles performed at 4 schools in the Northeastern regior the Vocal ensembles in Southern Maryland.
- James Reddan, Rebecca Birnie and Phil Klickman were active throughout the state condu festivals, adjudicating high school ensembles and participating in MMEA events.
- Brent Weber held the 2nd Annual Jazz Fest at FSU. Three Maryland high school jazz ban attended the festival.
- In March of 2017 Phil Klickman hosted the Honor Band Festival where various high schoo students participated in clinics, rehearsal and a performance at FSU
- James Reddan and Brent weber were active in the community participating in local music organizations. James collaborated with Cumberland Choral Society in two combined performances in Frostburg and Cumberland. Brent is an officer with the Cumberland Jaz Society which hosted the JAM weekend in April, 2017.
- Mark Gallagher, Brent Weber, and Gary Phillips judged the Washington County Solo and Ensemble Contest in March 2017.
- The Music Department collaborated with Ann Townsell and Joni Smith in Publications to c fresh, eye-catching posters for every event. They also sent out postcards to individuals i region to promote for jazz, wind ensemble, and choral events.

Friends of Music @ Frostburg (FMF)

- James Reddan became the Friends of Music Coordinator and worked closely with the foundation throughout the school year. James developed a plan with Zach Heater to reco with past Music donors throughout the region.
- We created a "Name-a-seat" fund-raising initiative in Pealer Recital Hall.
- To connect with donors we created events related to the Music Department Holiday Conc the Fall and President's Concert in the Spring. Donors were invited to attend the concert free admission and were provided a reception following the concert.
- Funds allocated from FMF for departmental touring was not needed due to savings create the department budget. Those allocated funds were saved for future expenses.

Priority funding needs

- A bass guitar, bass amp and sound board were purchased in 2016-2017

Curriculum and catalog changes

- All curriculum changes were put through governance in 2016-2017 as listed on the actior priorities
- In addition, we created and implemented through governance: the Music Theatre Minor, changed the course description for MUSC 101, adjusted catalog numbers on MUSC 303 a MUSC 404, and changed MUSA 104, 105, 106, 107, 108, 111, 112 208, 209, 311 from le

to lab designation

What are the Measures/Metrics used to assess effectiveness?
Continue and expand recruiting efforts

- Recruitment materials distributed on tours and departmental events. We assessed result based on the number of students who requested information.
- Analyze student increase in community organizations
- Analyze number of audience at our events

Friends of Music @ Frostburg (FMF)

- Increase or decrease in funds in Friends of Music Fund
- Changes in scholarship amounts

Priority funding needs

- Number of items purchased

Curriculum and catalog changes

- Approval of curriculum changes through university governance

The process of assessment per Action Plan: How were the results assessed?
Continue and expand recruiting efforts

- Theresa Skidmore collected the names and contact information of students who contacte university expressing interest in music. She then distributed this information to the instr specifically related to that student's instrument, ensemble, or course interest.

Friends of Music @ Frostburg (FMF)

- Comparison of amount in Friends of Music Fund to previous fiscal year
- Comparison of scholarship amounts to previous fiscal year
- Analyze amount given to Friends of Music in 2016-2017
  and the Name-a-seat initiative.

Priority funding needs

- Review items purchased vs. items still needed.

Curriculum and catalog changes

- University governance process.

What were the results?
Continue and expand recruiting efforts

- The 2017-2018 freshman class is currently 22 majors and minor in the Music Departmen which is a 19% increase from 2016-2017
- The department has created connections with high schools around the state
- Our events did not see a dramatic increase of attendance overall, but the Jazz Fest, Wind Ensemble, Choral, and Faculty concerts had attendances over 100
- The student participation in the Potomac Concert Band increased from 6 to 12 students

Friends of Music @ Frostburg (FMF)

- Our balance in the Friends of Music Fund is $16,156.05 which is a 9% increase from last year balance
- The scholarships have slightly reduced from last year's amounts
- The name-a-seat initiative is currently on hold. We are waiting for more information fron Foundation Board

Priority funding needs

- 3 items were purchased leaving a need for: double-reed instruments, additional saxopho flugelhorns, 1 Yamaha convertible tuba, and sound equipment for the recital hall

Curriculum and catalog changes

- All curriculum changes were approved by governance. However, many of the changes di appear in the catalog due to oversight by the previous chair. We are currently working tc rectify this issues.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The overall results did not impact overall operations.

1) Our upcoming year's focus will be to continue recruiting efforts from 2016-2017 and expa them to all ensembles. We will continue to streamline our curriculum to reduce credits from Education Certification track and Music Industry Track. Our Mission & Vision will be updated align with FSU's Strategic Plan and our plans for the future. The Music Department will rene efforts to seek out donors and revive the name-a-seat campaign. We hope to create a replacement piano account as our instruments are nearing the end of their playing life (25 y

2) We will continue to allocate and increase funds for ensemble touring efforts from the Mus Department budget and friends of music fund. New instruments and equipment in Pealer Ha a priority and we will view avenues to purchase these items. Reallocation from the departm budget may be possible due to savings from reduced Stage Crew salaries. We are also incre the budget for marketing materials so reach a greater audience and move us into the 21st century.

How was this plan and results conveyed to your Division/Department?
Throughout 2016-2017, Phil Klickman conveyed findings in department meetings. The new Brent Weber, has discussed the current results with tenure-track faculty. In the first faculty meeting in the week of August 28th, all results will be relayed to the rest of the FTNNT and Time faculty.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Office of Information Technology Annual Report
Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Office of Information Technology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student experience through innovative technology.
2. Improve student recruitment, retention, and persistence through technology.
3. Work with academic departments to enrich learning experiences.
4. Implement and improve information technology security and information technology compliance.
5. Improve information technology's effectiveness and efficiency through business process improvements and new technology.
6. Enhance enterprise services through software upgrades, hardware upgrades, and infrastr improvements.

Specify your Division/Department Actions Priorities/Plans.
Action Priority 1:1 – Deliver more services on mobile platform.

Tactic 1:1:1 – Deploy new mobile app.

Tactic 1:1:2 – Integrate bus tracking application into new mobile app.

Tactic 1:1:3 – Integrate dining services information into mobile app.

Tactic 1:1:4 – Deploy public safety app.

Tactic 1:1:5 – Show lab and computer usage through mobile app.

Action Priority 1:2 – Extend wireless network coverage in residence halls, academic comm areas, and student common areas.

Tactic 1:2:1 – Complete wireless in residence halls by deploying wireless to Edgewood comm

Tactic 1:2:2 – Complete heat maps in academic buildings and student common areas to dete greatest need.

Tactic 1:2:3 – Ensure popular areas have sufficient wireless capacity to handle demand.

Action Priority 1:3 – Provide increased services for students through cloud-based software

Tactic 1:3:1 – Increase student awareness and adoption of available cloud storage.

Tactic 1:3:2 – Promote Microsoft Office 365 to students.

Action Priority 1:4 – Deploy electronic transcripts

Tactic 1:4:1 – Work with Registrar's Office to implement a service for students to order and transcripts electronically.

Action Priority 1:5 – Improve student class scheduling experience.

Tactic 1:5:1 – Implement college scheduling application to assist students with scheduling options.

Action Priority 1:6 – Work with FSU students to determine technology satisfaction and nee

Tactic 1:6:1 - Form a student technology advisory committee to meet with students on a reg basis.

Tactic 1:6:2 – Complete student technology survey to facilitate feedback from all students.

Action Priority 2:1 – Promote data-informed decisions by implementing data analytics and warehouse project.

Tactic 2:1:1 – Deploy campus-wide data warehouse, analytics, and reporting tool.

Tactic 2:1:2 – Integrate Student Information System (SIS) with Predictive Analytics Reportir (PAR) Framework.

Action Priority 2:2 – Improve web presence and focus on prospective students.

Tactic 2:2:1 – Redesign website with responsive design methodologies.

Tactic 2:2:2 – Design home page targeted toward student prospects.

Action Priority 2:3 - Improve student undergraduate and graduate application process.

Tactic 2:3:1 – Deploy a new student application product and integrate into new web design.

Action Priority 2:4 - Evaluate Customer Relationship Management (CRM) technologies witl enrollment management and develop a feasibility study.

Tactic 2:4:1 – Work with admissions, graduate admissions, and advancement and evaluate C opportunities.

Action Priority 3:1 – Augment the university's Learning Management System with additional tools to better s learning outcomes and the needs of learners.

Tactic 3:1:1 – Implement Voice Thread.

Tactic 3:1:2 – Implement Attendance tracker.

Tactic 3:1:3 - An Enterprise-wide SMS solution for communications.

Action Priority 3:2 – Develop consistent online learning experience.

Tactic 3:2:1 - Develop and implement a quality review process for online courses derived frc Quality Matters Rubric for course design standards.

Tactic 3:2:2 – Use the Online Learning Consortium's (OLC) quality scorecard criteria to verif university compliance and support for online programs.

Action Priority 3:3 - In conjunction with Disability Support Services, develop and Impleme Accessibility and Usability Guidelines for courses that utilize the university's Learning Manag System.

Tactic 3:3:1 - Identify and deploy tools and strategies that highlight the importance of desig courses for inclusion in order to maximize Accessibility and Usability. This may include Close Caption software, font and color choices, alternative means of access to course materials, us various multi-media technologies, etc.

Tactic 3:3:2 - Deliver training for using accessibility tools to comply with Accessibility and Us requirements in the design of courses.

Tactic 3:3:3 - Provide information to faculty about Accessibility and Usability Guidelines and practices.

Action Priority 3:4 – Provide the technology and support needed to create reliable and effe classrooms and labs.

Tactic 3:4:1 - Increase the number of smart classrooms on campus. Identify which classroor convert into smart classrooms over the next 2 years and submit funding requests to the Technology Fund committee.

Tactic 3:4:2 – Use new technology to rapidly deploy software to computer labs.

Action Priority 3:5 – Provide training to faculty on technology that supports the learning environment.

Tactic 3:5:1 – Promote on-line training options to faculty that offer relevant courses.

Tactic 3:5:2 – Continue to provide hands-on training for Blackboard and other technologies a needed.

Action Priority 3: 6 – Work with faculty and students to select learning management syste (LMS).

Tactic 3:6:1 – Create LMS selection workgroup to evaluate and select LMS.

Action Priority 4:1 – Continue development of disaster recovery plan and test a complete failover to business continuity site.

Tactic – 4:1:1 – Improve system restoration procedures at business continuity site.

Tactic – 4:1:2 – Address network connectivity options at business continuity site.

Tactic – 4:1:3 – Test complete failover to business continuity site using existing technologie and/or implement new technologies to allow for full test.

Tactic – 4:1:4 – Perform a documented review of the security controls at the Hagerstown dis recovery site and evaluate how the FSU network segment and the stored data are protected

Action Priority 4:2 – Develop security awareness program and training for campus commu

Tactic – 4:2:1 – Utilize a web-based training program with mandatory yearly goals for all fac and staff.

Tactic – 4:2:2 – Implement targeted Phishing campaigns toward all faculty and staff to furth educate users.

Action Priority 4:3 – Develop and update standard IT policies.

Tactic – 4:3:1 – Ensure the University has all necessary IT policies in place to meet audit requirements. This includes creating new policies as well as updating existing policies to me standards.

Action Priority 4:4 – Implement measures to protect confidential information from disclosu

Tactic – 4:4:1 – Initiate additional reviews and documentation of user access privileges annu

Tactic – 4:4:2 – Require all existing faculty and staff to review the Acceptable Use Policy on annual basis.

Tactic – 4:4:3 – Review all systems and identify all Personally Identifiable Information (PII). Further comply w security standards to control and properly secure this sensitive information via encryption or other substantial mitigating controls.

Tactic – 4:4:4 – Add additional security monitoring over systems which contain sensitive information.

Action Priority 4:5 – Increase user workstation (desktop/laptop) security standards.

Tactic – 4:5:1 – Implement and document processes that minimize provisioning of local administrative rights.

Tactic – 4:5:2 – Incorporate a solution to manage PCs once administrator rights are remove all campus users.

Tactic – 4:5:3 – Implement and document processes for managing exposures to vulnerabiliti through program updates, anti-virus enhancements, and software restrictions.

Action Priority 4:6 – Strengthen the University's policies for controlling passwords and acc

Tactic – 4:6:1 – Improve the process for locating and disabling inactive user accounts.

Tactic – 4:6:2 – Update learning management system account policies and procedures.

Tactic – 4:6:3 – Update account security policies and procedures for PeopleSoft applications.

Action Priority 4:7 – Enhance network security standards.

Tactic – 4:7:1 – Take advantage of new features and options now available in the updated University firewall to add enhanced defenses against malware and malicious intent.

Tactic – 4:7:2 – Develop a Service Interface Agreement (SIA), documenting the scope, use restrictions for all external entities connected to the institutional network.

Tactic – 4:7:3 – Further protect the University wireless network by adding additional assessr documentation, and physical security mechanisms.

Action Priority 4:8 – Explore 3rd-party solutions to increase security for users with access t critical data.

Tactic – 4:8:1 – Evaluate 2-factor authentication for critical data access in PeopleSoft.

Tactic – 4:8:2 – Hire a 3rd-party security company to conduct a thorough security review

Action Priority 5:1 – Improve management of institutional data through data standards, protection, and governance.

Tactic 5:1:1 – Form a data governance committee or workgroup to develop data governance process.

Tactic 5:1:2 – Create a University data dictionary.

Action Priority 5:2 – Automate manual processes.

Tactic 5:2:1 – Create student, faculty, and staff accounts through automated processes.

Tactic 5:2:2 – Create data error checking processes to look for invalid data.

Tactic 5:2:3 – Automate user data synchronization between systems.

Tactic 5:2:4 – Automate email distribution lists from student information system data.

Action Priority 5:3 – Implement incident and change management processes based on service management methodologies.

Tactic 5:3:1 – Deploy new help desk software supporting the ITIL methodology.

Tactic 5:3:2 – Develop change management process and procedures for OIT.

Action Priority 5:4 – Development and improve communication with campus community.

Tactic 5:4:1 – Create an email template and standard for OIT.

Tactic 5:4:2 – Create a webpage on the OIT website to report current outages or issues.

Tactic 5:4:3 – Create a webpage to list previous outages with details.

Action Priority 5:5 – Create centralized data and document repository for IT documentatio configurations.

Tactic 5:5:1 – Implement system to centralize all IT documentation and configuration inform

Action Priority 5:6 – Reduce manual, paper processes through electronic workflows and systems.

Tactic 5:6:1 - Deploy electronic signature system for faculty adjunct/overload contracts and position information forms.

Tactic 5:6:2 – Develop customized software in human resource system to process faculty tin sheets.

Action Priority 5:7 – Establish IT metrics to measure effectiveness of continuous improven

Tactic 5:7:1 – Survey faculty and staff to develop benchmark on technology satisfaction.

Tactic 5:7:2 – Add survey to help desk tickets to measure service delivery.

Tactic 5:7:3 – Establish IT Metrics throughout department and provide monthly report.

Action Priority 6:1 – Implement a secure web infrastructure for internal use.

Tactic 6:1:1 – Create campus workgroup to evaluate portal options.

Tactic 6:1:2 – Deploy campus portal with services identified by campus workgroup.

Tactic 6:1:3 – Implement campus single sign-on for compatible systems.

Action Priority 6:2 – Provide technology infrastructure to increase physical safety.

Tactic 6:2:1 – Migrate all existing security cameras to enterprise system.

Tactic 6:2:2 – Deploy e911 on phone system.

Action Priority 6:3 – Improve internet bandwidth and redundancy.

Tactic 6:3:1 – Increase internet bandwidth to campus.

Tactic 6:3:2 – Increase bandwidth of backup internet connection.

Tactic 6:3:3 – Explore options to provide additional internet connectivity paths to campus.

Tactic 6:3:4 – Perform a cost-benefit analysis for deploying caching servers on campus.

Action Priority 6:4 - Improve website infrastructure and reliability.

Tactic 6:4:1 – Implement a new content management system to provide better support to u

Tactic 6:4:2 – Update technology used to run and maintain website.

Tactic 6:4:3 - Implement load balancing technology to increase up-time and redundancy.

Action Priority 6:5 – Replace unsupported software and services.

Tactic 6:5:1 – Work with University Police to replace motor pool reservation software.

Action Priority 6:6 – Deploy critical services to cloud-based services.

Tactic 6:6:1 – Set up redundant Identity Management Services in the cloud.

Tactic 6:6:2 – Set up test environment in the cloud and begin testing system deployment.

Tactic 6:6:3 – Evaluate using cloud services for off-site backup and disaster recovery.

Tactic 6:6:4 – Explore migrating HR system to a cloud-hosted service.

Action Priority 6:7 – Implement technologies that promote sustainability.

Tactic 6:7:1 – Deploy print management system on lab and common area printers to limit w

Tactic 6:7:2 – Explore energy management systems for desktop computers on campus.

What are the Measures/Metrics used to assess effectiveness?

1. Number of students, faculty, and staff using new platform.

2. Percentage of users visiting new sites and repeat visitors

1. Number of wireless access points added to the network.

1. The number of hours IT saves per week after manual process is automated.

2. The time to process manually vs. the automated process.

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

What were the results?
1. Over 5,000 users have downloaded the new FSU app to their mobile device.

2. 79% of all mobile app traffic is generated from return visitors. This indicates users see v in services offered in the app

1. Increased access points from 400 to 1444. 261% increased capacity and coverage over t last year.

1. Automating account creation process reduced IT staff hours from 20 hours per week to le than 1 hour per week.

2. Accounts are now processed every hour. Before the automation was created, accounts we processed once a day.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1. The mobile application software was purchased by eliminating the previously used softwa since it was not being used. This also resulted in additional savings that was redirected tow other academic initiatives.

1.

1. IT hours gained from this process have been refocused on projects and automating other processes.

2. The automated process provides better service to our campus because people do not hav wait as long for their accounts to be created.

How was this plan and results conveyed to your Division/Department?
The results are shared at the OIT monthly meetings with CIO direct reports. Information is distributed to IT employees through their regular department meetings. OIT also holds ann meetings at the beginning of the year with all OIT employees to discuss goals and priorities the upcoming year.

Evidence, artifacts, and or back up documentation

- Goal1
  - CollegeSchedulerScreenShotUsage
- Goal2

2016 Political Science Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Political Science
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Specify your Division/Department Actions Priorities/Plans.

- Restructure the POSC Capstone class
- Revise the POSC assessment plan
- Increase participation in POSC and LASO internship programs
- Increase program enrollments

What are the Measures/Metrics used to assess effectiveness?
With regard to restructuring the POSC capstone course, the key metric will be whether or nc changes to the capstone have been published in the FSU Catalogue.

With regard to restructuring the POSC Assessment Plan, the key metric will be whether or n new plan has been approved by the CLAS Assessment Committee.

With regard to increasing participation in POSC and LASO internship programs, the key metr be future enrollment numbers in those programs.

With regard to increasing POSC major enrollments, the key metric will be future numbers of majors.

The process of assessment per Action Plan: How were the results assessed?
With regard to restructuring the POSC capstone course, we will assess whether or not the ch to the capstone course have been accepted in the governance curriculum change committee

With regard to restructuring the POSC Assessment Plan, we will assess whether or not our n assessment plan has been approved by the CLAS Assessment Committee

With regard to increasing participation in POSC and LASO internship programs, we will simpl assess the numbers of students participating in those programs to see if they have increase

With regard to increasing POSC major enrollments, we will simply measure the number of P

majors to see whether those numbers have increased.

What were the results?
With regard to restructuring the POSC capstone course, we will complete our decision-makir the nature of the restructuring during the 2017-2018 Academic Year.

With regard to restructuring the POSC Assessment Plan, we have decided on the outline of t new plan and will submit it to the CLAS Assesssment Committee during the coming academi year.

With regard to increasing participation in POSC and LASO internship programs, we did note s increase in the number of participants in the programs for the Spring and Summer semester from the prior year, but we will continue to measure during the coming academic year.

With regard to increasing POSC major enrollments, we have not seen increased enrollments but we will continue to measure during the coming academic year.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
With regard to restructuring the POSC capstone course, we are changing the nature of the assignments in the capstone class. This will not involve a shifting of resources however.

With regard to restructuring the POSC Assessment Plan, we have added a new learning obje and we will have to develop assessment exercises for that new objective. We will also be cre common rubrics for all three objectives. There will be no shifting of resources.

With regard to increasing participation in POSC and LASO internship programs, we devote m departmental resources and efforts to recruitment of internship participants.

With regard to increasing POSC major enrollments, we will devote more departmental time a effort to recruiting POSC majors.

How was this plan and results conveyed to your Division/Department?
The department will discuss the progress on these action priorities during the first departme meeting of the Fall '17 semester.

Evidence, artifacts, and or back up documentation
No items to display.

2016 Tutoring Services Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Tutoring Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1 - Increase Number of Students Using Tutoring Services: Make concerted effort to increase number of students who use tutoring services each semester, compared with previous year's usage.

2 - Tutored Students Will Show Grade Gain: Tutored students will show grade gain from mid warning to final grade.

3 - Online Timesheets for Tutors: Transition from paper to electronic timesheets for tutors.

Specify your Division/Department Actions Priorities/Plans.
1.1 - Increase Usage of Tutoring Services: Implement new marketing strategies: informatior at Lane; brochures to front office desks or RA offices, table tents at dining hall

Visit ORIE sections and AP meetings

Strategically use access to student email

Promote services via social media

2.1 - Measure Grade Gain Among Tutored Students: Track students with midterm warnings v receive tutoring; compare their midterm grades with final grades.

3.1 - Train Tutors on Online Timesheets: Consult with Payroll Department

Set up the timesheet system

Conduct trainings with all tutors on the new timesheet protocol.

What are the Measures/Metrics used to assess effectiveness?
1.1 - Outcome: Increased number over previous year's stats.

2.1 - Outcome: 50% of students with 5+ tutoring sessions and midterm warnings will show improvement.

3.1 - Outcome: 60% of the tutors will use the online timesheet system on a consistent basis missing any deadlines (which would necessitate using a paper timesheet).

The process of assessment per Action Plan: How were the results assessed?
1.1 - Use Tutortrac usage reports to determine number of unique students using tutoring se during the academic year.

2.1 - Determine students with midterm warnings during each semester who also used tutori services at least 5 times during the semester. Measure change in grade from midterm warni final grade.

3.1 - Monitor tutors' use of online timesheets.

What were the results?
1.1 - 494 unique students used tutoring services in Fall '16, compared to 476 in Fall '15;

414 unique students used tutoring services in Spring '17, compared to 380 in Spring '16

2.1 - During Fall '16, 63 students had 5 or more tutoring sessions; 19 of those students had midterm warnings. Of the 19, 8 (42%) improved their grades; 5 earned a CS or NC, and onl withdrew from the class.

For the Spring '17 semester, 72 students had 5 or more tutoring sessions; 26 of those stude had midterm warnings. Of the 26, 15 (58%) improved their grades.

3.1 - 100% of tutoring staff use the online timesheets.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
1.1 - While we always strive to increase the number of students served through tutoring, we constrained by the limited availability of funds to pay our tutors.

2.1 - We will continue to track the grade gains by students who receive midterm warnings a participate in at least 5 tutoring sessions for the course(s) for which they received midterm warnings.

3.1 - The online timesheet process has worked very well, and we will continue to expect all t
to use the process.

How was this plan and results conveyed to your Division/Department?
Tutoring activities are reported in the PASS Annual Report.

Evidence, artifacts, and or back up documentation
No items to display.

2016-17 Philosophy Action Priority Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Specify your Division/Department Actions Priorities/Plans.
Philosophy Department Action Priorities (2016-17)

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

1. **Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)

- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS…)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

   Supporting

   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

   Supporting

   - PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities**)**
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205**

   Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teachin experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

What are the Measures/Metrics used to assess effectiveness?
See Results below

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

What were the results?

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Philosophy Department Action Priorities (2016-17)

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

1. Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking anc ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS..
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program à-vis critical thinking for FSU's General Education Program. This initiative involved the follow actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize tl notion of critical thinking and to create a rubric instrument (see supporting material)
- Holding multiple calibration ("norming") sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res ("closed the loop");
- Assisting in writing the final report on the university's assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost's Office, the Office of Assessment and Institutional Research, and the

General Education Taskforce. The department received very strong positive feedback from th Provost's Office and Office of Assessment and Institutional Research (see supporting materia

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethi education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
    1. Philosophy Major
    2. Philosophy Minor
2. New Courses
    1. PHIL 100 Critical Thinking
    2. PHIL 310 Classics of Western Philosophy
    3. PHIL 498 Practicum in Philosophy
3. Number Changes for Existing Courses
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
4. Change of Catalog Descriptions
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
    3. PHIL 492 Internship Project in Philosophy
5. Delete Courses
    1. PHIL 202 History of Philosophy: Ancient and Medieval
    2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department's faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic progra review (2015), 2) the philosophy program's ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri

is wholly consistent with the American Philosophical Association's *Statement on the Philosop Major*, which serves as the program's primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Stu Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (Univers Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals)

Status:On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closel the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi

and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major ob to the success of the philosophy program. These shortcomings inhibit instructional effectiver and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technol resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations t Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. S acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

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

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Completed

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

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philos at West Virginia University. (October 25, 2016) Over 100 members of the campus and loc communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization Americ police forces. (November 9, 2016) For this event, the Philosophy Department collaborate FSU's Law & Society Program and the Allegany County MD NAACP Chapter. See supportin material.
- Philosophy student Michael Bartholomewpresented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelsteir Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the ca and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FS Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake New Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated wit faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2 See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers a CLAS Undergraduate Research Symposium. (May 5, 2017)Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. 24, 2017)

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

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

The Philosophy Department's Strategic Goals and Action Priorities were formulated through a collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departn members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar to recruit and retain candidates.
- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished initiatives.
- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr an update on this past year's efforts to increase enrollment.
- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.

- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

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

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation

No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need

to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of t College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur social, and economic development in Western Maryland, the region, and the state. (Aligns w University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T department worked on the plan in early Spring 2017 but the document was not finalized anc department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources v

allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato

with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improver with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi
- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

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

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- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a

was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp

lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 semes This training couples a Virtual Training and Orientation Program that students will complete prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resou reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the pc table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources

(approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for

continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?
1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

The process of assessment per Action Plan: How were the results assessed?
1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assessr system

3.1 Results on outreach gathered via identification of available learning opportunities per pro and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in sp utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be sh with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation results collected on a yearly basis for all new faculty. The chair develop faculty improvement plans w individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learning Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification progran The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w

to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation
No items to display.

2017 History Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: History
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1: Assessment
Examine goals, outcomes and assessments of the History major and History's GEP course (HIST 100) and apply the results to curricular planning.

2: Collaboration
Work collaboratively and collegially with other departments and colleges in partnerships that improve student learning and professional development.

3: Professional Development
Encourage, support and track faculty publications, conference presentations and other academic pursuits that demonstrate ongoing professional development.

4: Staffing
Address critical staffing needs.

5: Facilities
Maintain and improve classroom facilities.

Specify your Division/Department Actions Priorities/Plans.
1a: Assessment Rubrics and Procedures

Continue to evaluate, discuss and improve efficacy of assessment rubrics and assessment procedures.

1b: Curricular Review
Review and revise course offerings in the major: to consider external reviewer's suggestion: fewer survey courses, more topics courses and a tiered approach; and to highlight specialtie new faculty.

2a: Honors Program
Actively collaborate with the Honors Program to offer IDIS 491 Honors Seminar sections tha cross-listed with HIST 489/490 Special Topics in History sections and taught by History facul

2b: International Studies
Actively contribute to the International Studies program by teaching INST 150 Introduction t World Religions sections and by participating in the International Studies Steering Committe

2c: Sustainability Studies
Actively contribute to the Sustainability Studies minor by offering HIST 420 Green:Environm and Economy in U.S. History and by participating in the Sustainability Studies Steering Committee.

2d: Women's Studies
Actively contribute to the Women's Studies minor by offering HIST 436 Women's Issues in W History and/or developing a new course in U.S. women's history, and by participating in the Women's Studies Steering Committee.

2e: Existing IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to teach existing ID 150 courses.

2f: New IDIS 150 Courses
Enhance History's contribution to the GEP by encouraging History faculty to design and teacl IDIS 150 courses.

3a: Faculty Development Funding
Encourage, support and track faculty professional development through the President's Experiential Learning Enhancement Fund (PELEF), CLAS Strategic Plan Support Funding (SPS faculty development funds, travel funds, library funds and journal access.

3b: Faculty Mentoring of Students
Encourage faculty to mentor student projects for presentation at the CLAS Undergraduate Research Symposium.

4a: PIN Conversions
Pursue the conversion of two FTNTT faculty positions to PIN positions.

5a: Replacing Antiquated Furniture
Replace antiquated deskchairs with mobile furniture in History classrooms.

5b: Updating Audio-Visual Equipment
Update audio-visual equipment in History classrooms as needed.

What are the Measures/Metrics used to assess effectiveness?
See **Results** below.

The process of assessment per Action Plan: How were the results assessed?
See **Results** below.

What were the results?
1a: Assessment Rubrics and Procedures

The History Assessment Committee adapted an AAC&U rubric for Appreciation of Cultural Va the GEP learning outcome that we assessed in HIST 100 in fall and spring. We completed a program assessment update for HIST 299 and HIST 485 in fall. We presented assessment r in department meetings and discussed how we might "close the loop," particularly in HIST 1 which all full-time HIST faculty teach. S. Boniece served on the GEP Review Committee and CLAS Assessment Council in fall and spring.

1b: Curricular Review

The History Curriculum Review Committee successfully submitted proposals for a new course HIST 434 Women in the United States, and for changes in title and/or description for the foll HIST courses: 409, 461, 462, 463, 464 and 467.

2a: Honors Program

S. Boniece served on the Honors Program Advisory Group in fall and spring. N. Schuster tau IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the first time in spring. G. taught IDIS 491/HIST 490 New York City and Modern America in fall and IDIS 491/HIST 490 Archives in spring.

2b: International Studies

M. Wehrman taught INST 150 Introduction to World Religions for the first time in spring. A. Abbay served on the INST Steering Committee in fall and spring.

2c: Sustainability Studies

N. Schuster taught IDIS 490/HIST 490/SUST 455 History of Global Sustainability for the firs in spring. N. Schuster served on the SUST Steering Committee in fall and spring.

2d: Women's Studies

E. McConnell received approval for a new course, HIST 434 Women in the United States, wh will be cross-listed with WMST. E. McConnell and S. Boniece served on the WMST Steering Committee in fall and spring. S. Boniece served on the search committee for a new WMST coordinator/assistant professor of SOCI in spring/summer.

2e: Existing IDIS 150 Courses

E. McConnell taught Baseball and American Values in fall and spring.

2f: New IDIS 150 Courses

S. Boniece taught a new course she created -- Gaming the Past: People, Ideas, Events -- fo first time in spring.

3a: Faculty Development Funding

A majority of History faculty members made presentations at national/international conferer with support from History travel funds. On behalf of the FSU Reacting to the Past team, S. Boniece applied for and received a PELEF grant and a CLAS Strategic Plan Support Fund gran

3b: Faculty Mentoring of Students

A student in HIST 485, taught by S. Boniece, presented his seminar research at the annual I Colloquium in spring. A student in HIST 299, taught by S. Boniece, was a finalist for publica *History Matters* (Appalachian State University's undergraduate journal of historical research) fall.

4a: PIN Conversions

We submitted pin conversion requests for N. Schuster and M. Wehrman.

5a: Replacing Antiquated Furniture

We requested mobile furniture for History classrooms 101, 123, 215 and 319 in Dunkle.

5b: Updating Audio-Visual Equipment

We requested an upgrade of audio-visual equipment in Dunkle 123; this request was approv

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
We await the determination of the university's new strategic plan before creating our depart plan for FY 2018. Most of our action priorities are ongoing; we will probably add a few new

How was this plan and results conveyed to your Division/Department?
This plan was created and approved by the department in August 2016; its ongoing results been regularly discussed at our monthly department meetings throughout the academic yea

Evidence, artifacts, and or back up documentation
No items to display.

Brady Health Center 2016-2017 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Brady Health Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Provide quality services to assist students in their academic performance

2. Increase administrative efficiency through continued utilization of the electronic practice management system, electronic medical record and utilization of website resources

3. Provide opportunities for FSU students through experiential learning at the health center.

Specify your Division/Department Actions Priorities/Plans.
1.1 100% of international students will complete all required health and immunization scree by 6 weeks of first day of class.

1.2. At least two group presentations will be held on campus

1.3 Reduce number of students with immunization health holds

2.2 Increase utilization of available software through electronic medical records vendor

2.3 Update and coordinated FSU health and wellness web pages

3.1 One FSU nursing student will do a clinical rotation in the health center

3.2 Provide opportunities for Athletic Training students to observe as part of their clinical rotation

What are the Measures/Metrics used to assess effectiveness?

1.1 Count of all international students enrolled

1.2 Number of presentations

1.2 Number of students with holds at time of registration

2.1 New software application

2.2 New web page using Content Management System (CMS)

3.1 At least one nursing student

3.2 Number of Athletic training students

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

1.1 All international students are logged into Excel spreadsheet on shared P drive and immunization and health screening information is recorded on each international student on completed. Each international student in need of health information is seen in face to face interview at health center the first week they are on campus. Student compliance means: 2 doses of Measles/Mumps/Rubella vaccine or other proof of immunity such as positive blood t result; one dose of Tetanus/pertussis/diphtheria within 10 years; Tuberculosis screening eith negative tuberculosis risk assessment (not coming from country high risk for tuberculosis as identified by the World Health Organization) or tuberculosis testing (blood or skin testing) ar negative Chest x-ray if positive testing

1.2 Wellness Nurse tracks all presentations for Wellness and nutrition throughout the school year

1.3 Holds query in PAWs is used. Immunization compliance report run from our electronic medical record wh then provided to IT who merges into PAWs for final list of non-compliant students then health hold placed on a to prevent registration until required health information is received.

2.1 Two new iPads were purchase and then software from our electronic medical records vendor, Point and cli solutions were downloaded which included Camera and Consents that can be automatically downloaded into the medical record

2.2 New Brady Health Center web page going "live"

3.1 Nursing student spending required hours for clinical rotation in health center or completing tasks for health

3.2 Number of Athletic Training students who spent 4 hours doing observation in health center

What were the results?

1.1 Fall 2016 had 98% of International students completing all required health and immuni screening by 6 weeks of first attendance date. 100% of students completed in the Spring

1.2 Four group wellness presentations in the fall and 6 in the spring conducted by wellness nurse and dietician

1.3 There was a 15% reduction in the number of students who had health holds on Spring registration at end semester 2016 as compared to previous school year

2.1 New iPads are used daily to have required consent forms completed then automatically downloaded in the electronic medical record. This saves staff time scanning documents adn also reduced risk of completed forms getting lost or misplaced. Camera software is used often to record mostly skin-related conditions and their pr after treatment.

2.2 Multiple meeting were held with IT staff and health center staff and updates were made to new web page sill has not gone live. This was out of the control of our staff.

3.1 No FSU nursing student did clinical rotation in health center this school year but one nursing professor wh doctoral student at Salisbury University did clinical project with Wellness in Spring 2017 as well as a senior He Promotion student

3.2 Twenty one Athletic Training students (12 sophomores and 9 seniors) observed in Sprin Dietician intern observed our Dietician one day and one pre-med student observed 20 hours Fall

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

1.1 International student compliance with health and immunization screening is always a pr due to the risk of communicable disease transmission on our campus from a student arriving a high risk country. J-1 visiting scholars are now added to the group who are screened at th recommendation of the Center fro International Education and the health center board of dir

1.2 There were increase wellness presentations this year due to the addition of a part time contractual nursing assistant to the clinic during high volume times, which gave additional h to the nurse to be out of the clinic for presentations. Also hired new contractual dietician wh more available time to work on campus than previous dietician.

1.3 Staff time was used this year to attend all transfer orientations to convey need for requ health information as well as attend Freshman orientation as previously done every summer Emails sent and advisors notified of students not in compliance. Also now able to access the Maryland Immunization system (ImmuNet) to get vaccines that may have been logged here given at any Maryland healthcare facility.

2.1. Continued use of this new software and consideration for additional software available through Point and Click solutions vendor that is within our financial restraints will be conside

2.2 We will continue to encourage IT to move our new web page to live production as well a continue to update and make changes as indicated by staff, student and parent input

3.1 One FSU nursing student has already committed to do clinical rotation with the wellness nurse. We will continue to prioritize FSU students for experiential learning experiences at the health center

3.2 Athletic training students are still planning to observe in the health center and there sho be sophomores and seniors again then next year only sophomores will ne observing.

How was this plan and results conveyed to your Division/Department?
Biweekly staff meetings; reported at semi-annual health center board of director meeting; reported at bi-weekly Division workshop; shared with entire Division of Student Affairs in Jan 2017; annual report provided to VP of Student Affairs

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including l outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?
Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

The process of assessment per Action Plan: How were the results assessed?
1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assessed through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Serv and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the P program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit

mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-co reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report
Start: 7/1/2016
End: 6/30/2017

Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by continu discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bc committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Ort Library Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Library
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Participate in University initiatives to support sustainable general education program-assessment and assessment of instit effectiveness; as well as fulfill the Library's responsibilities in accomplishing other Middle States' recommendations.
Continue current initiative to assess the Library's impact on institutional retention efforts and student success.
Ensure Library's published goals and policies are clearly written, easily accessible, and shared consistently with all staff.
Investigate and advocate for the continuous improvement of the Library's learning environment to facilitate and support s academic and personal growth and success.
Promote a commitment to support the ongoing development and/or continuing education of all Library staff.

Support FSU, USMAI and other local, state, regional or national library initiatives applicable to the Ort Library's strategic p
Facilitate increased communication of Library goals, services and resources to the FSU faculty, staff, students, alumni and community.

Specify your Division/Department Actions Priorities/Plans.

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

G. 3. AP. 1: Continue the review of existing library policies for relevance and update where necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual.

G. 3. AP. 2: Issue a revised, up-to-date Library Policy Manual to all Library staff and departm

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

What are the Measures/Metrics used to assess effectiveness?

G. 1. AP. 1 Measures/Metrics: Following the compilation of the inventory of existing Library assessment practices, each assessment tool/need and associated documented results is beir analyzed using the following criteria:

- What data is the assessment practice providing and is that still relevant?
- Does the method of assessment provide the data/information needed?
- If not, does it need to be improved or replaced?
- What other data is missing that would enhance the Library's assessment of effectiveness
- What other forms of assessment not previously applied should the Library consider to ad its data-gathering practices?

G. 2. AP. 2 Measures/Metrics: Two surveys focusing on the Library's impact on student learr and success were administered in Spring 2017, one for students and another for faculty.

G. 3. AP. 1 & 2 Measures/Metrics: Documented evidence of existing Library policies having b updated or new policies having been written as identified on the list compiled by the Library Policies Committee will be the measure as to whether this action priority has been complete

The criteria used in evaluating policies:

- Does an existing policy need to be added? If so, by whom?

G. 4. AP. 1 Measures/Metrics:

- The completion of the final phase of a three-year collection development project to inven the Library's circulating monograph collection in June 2017;

  The measures used to assess effectiveness are: a. the number of items in the physical collection for which records are missing from the database; b. the number of titles in th database for which the physical items are missing from the collection and the records n be removed; c. the number of items damaged and in need of repair or deselection; d. t number of duplicate or irrelevant titles identified for possible withdrawal; e. the rate of progress in physically examining every item in the circulating collection. A matrix is use monitor staff assignments to teams in order to maintain a balance in workload. Since th also used as a team building project, the matrix helps to ensure each staff member wo with a different staff member at least once so he/she has an opportunity to with someo the staff member may not normally work with.

- An increase in the number/type of the Library's digital archives and collections; including increase in the number of files and storage space utilized by the collections;

- The documented results of our annual reviews of periodical and database subscriptions t ensure adequate coverage of curricular and research needs of FSU students, faculty and

  The measures/metrics used to assess effectiveness: a. The current or proposed focus o curriculum for each academic department as new programs and course changes arerep to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate, the coursecatal and by the academic departments' faculty representatives to the Library; b. The annual increase in the cost of each subscription, whether it is a database or a journal. The Libr must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article download (known as usage statistics) are calculated and analyzed for each electronic database and online journal. A primary factor for considering cancellation is if the cost article is close to or exceeds the cost of requesting an article through interlibrary loan. Analysis of results initiates discussion of possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by th subscription. The faculty representative(s) is/are contacted by the Library Liaison (libra faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2 Measures/Metrics:

- A question on the student and faculty assessment surveys administered in 2017 asks responders to assess the Library's services and technology that support student learning and there are opportunities on the survey for students and faculty to ide specific resource needs;

- An increase in the number of PCs on 5th Floor with collaborative work space for student a faculty use;

- A report from the electricians regarding the current status of our electrical use in the buil resulting from changes made in the type of computing equipment to lower power usage i

order to increase the amount and types of technology that support student learning;

- The successful completion of the construction for the new Center for Teaching Excellence the 5th Floor.

G. 5. AP. 1 Measures/Metrics: The following activities will be used to measure whether this a priority is achieved:

- The Library Director will coordinate at least one development program per semester durir 2017 in the Library for all staff;

- All library staff will be encouraged to attend at least one University, USMAI, or other organizations' development events as one of their three goals on their FY 2017 PMPs.

G. 6. AP. 1 Measures/Metrics:

- An inventory of the Ort Library staff's participation in the governance structure and initiatives of the USMAI Consortium of Libraries' at all levels at the end of FY 2017;

- Documentation of technical processing support for the USM Hagerstown Center Library.

G. 6. AP. 2 Measures/Metrics: Evidence of progress toward the successful completion of two initiatives with state and local libraries will provide the measure of this action priority:

- Ort Library's participation in the University of Maryland's Digital Systems and Stewardship Historic MD Newspaper Project Grant;

- Collaboration between Ort Library, the Allegany County Library System, and the Allegany College of Maryland Library resulting in the shared library card initiative.

G. 7. AP. 1 Measures/Metrics: The measure of this action priority will be the physical eviden three issues of this newsletter by December 2017.

G. 7. AP. 2 Measures/Metrics:

- A documented inventory of the events/activities that will have been sponsored by, or hos collaboration with the Ort Library and other organizations by December 31, 2017;

- Data from Google Analytics showing the number of times the Library's blog and Facebook pages are accessed.

The process of assessment per Action Plan: How were the results assessed?
G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

Using as its foundation an earlier (2015-16) inventory of assessment activity that had been compiled by the library faculty during an evaluation of Ort Library's compliance and activities within the context of ACRL's Standards for Libraries in Higher Education, the library faculty, u the direction of the Library Director expanded the list of assessment practices and results in 2017. Included in the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by library staff, particularly as they relate to the assessment of the Library's Information Literac Program, the role of the Library on student learning and student success.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. Throughout FY 2017, the Library Assessment Advisory Group (LAAG) met biweekly to identify the elements, language, and audience for two user-centere assessment tools in the form of separate surveys for students and faculty. The focus of both surveys was to solicit feedback as to the perceived impact the Ort Library has on student su and learning. A subcommittee of the LAAG comprised of Lisa Hartman and Theresa Mastrodc researched the professional literature for examples of library surveys assessing student succ Two surveys created by MIT were selected for the framework for our surveys. Permission to modify the MIT surveys was requested and approved in early Fall 2016. Theresa and Lisa w directly with staff in the Office of Assessment and Institutional Research to construct the sur and the final products were submitted to the FSU Institutional Research Board (IRB) in early Spring 2017. Approval from IRB was granted in February 2017. The two surveys were administered in April 2017 and the results were analyzed by the members of the LAAG in Ma June. A preliminary summary of the results of the two surveys with analysis was made avai to all library staff in June 2017.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff a departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. The committee evaluated each policy in the ma using the following criteria: Is it still relevant to our current practices? If not, remove it. Doe need to be updated? If so, by whom? Is it beneficial for all library staff to be aware of the p even if it may only apply to a specific department? Does an existing undocumented policy ne be added? If so, by whom?

In addition to revising relevant policies and removing those no longer needed, the committe created a list of policies that need to be added to the manual by department supervisors or t Library Director. Throughout FY 2017, the collection development policies for Special Collect and the Rare Book Room were rewritten by MaryJo Price, the Special Collections Librarian ar being reviewed by the library faculty. General policies related to building access, closing, an of other facilities were revised by Amanda Bena, the Library's Access Services Librarian. A dr a revised manual is being finalized for distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectior 2017:

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle as it compares to the Library's catalog records for accuracy in preparation of the migration o holdings records to a new shared USMAI database in approximately 2 years. The project is a aiding the Library in assessing the quality of the collection in regard to strengths and weakn in academic coverage, locating items in need of repair and identifying titles/collections that a outdated, irrelevant, and possible candidates for deselection. It was anticipated at the start the project would take 3 summers to complete. As projected, we finished assessing 2/3 of t collection in August 2016 and began the review of the final third at the beginning of June 20 All library staff, including the Library Director, are required to participate in the process. Sta assigned to work in as many as 9 teams of two people every day and are deployed to one of different sections of the circulating collections on the 4th and 5th Floors for two-hour sessior

Each monograph is taken off the shelf so the title and item number can be compared for acc to its matching record in the Library's online database. The physical condition of the book is evaluated and noted in the Excel spreadsheet representing the catalog so items requiring re corrections can be retrieved later by technical services staff for necessary action. Volumes t are outdated or beyond repair are being identified for future deselection.

The criteria for analyzing the results are: a. the number of items in the physical collection fo which records are missing from the database; b. the number of titles in the database for wh the physical items are missing from the collection and the records need to be removed; c. th number of records with incorrect or incomplete information that need to be corrected; d. the number of items damaged and in need of repair or deselection; and e. the number of duplica irrelevant titles identified for possible withdrawal.

A matrix is used to monitor staff assignments to teams in order to maintain a balance in workload. Since this is also used as a team building project, the matrix helps to ensure each member works with a different staff member at least once so he/she has an opportunity to w someone the staff member may not normally work with. Since the data is still being collecte the results are incomplete at this time.

- Increased the number/type of the Library's digital archives and collections; including an increase in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was successful in establishing and implementing procedures for digitizing eligible materials in the library's collection utilizing in standards and best practices. Anna hired student workers to continue cleaning up the Coal Map images; worked closely with the administrators overseeing the College of Education's E program to develop and implement procedures for the final review and approval of Ed.D doc candidates' dissertations for publishing in ProQuest's Digital Dissertations & Theses database led, as FSU's representative to the Maryland libraries' digital institutional repository (IR) initi Ort Library's successful introduction and initiation to having it's own IR space in MD-SOAR. also coordinated and provided hands on leadership in fully digitizing a three-volume public te related to mine drainage in Western Maryland and nearly completed a project of digitizing FS historical commencement programs for inclusion in MD-SOAR.

In FY 2017, Ort Library continued to support the initiatives of the Digital Projects Librarian b investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced storage and graphics capabilities was purchased and installed in the lab in Octobe 2016. In January 2017, a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning of large, fragile print items.

In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in 2016 to 984GB. The number of files related to collections increased from 27,293 to 35,556 2017. The number of digital items accessible in FSU's IR space, eScholarship@frostburg is 1

- Continuation of Ort Library's extensive annual reviews of periodical and database subscri to ensure adequate coverage of curricular and research needs of FSU students, faculty ar staff.

To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. The measures/metrics used to assess effectiveness: a. The cur or proposed focus of the curriculum for each academic department as new programs and co changes are reported to Academic Affairs Committee, Graduate Council, IPR, Faculty Senate course catalogs, and by the academic departments' faculty representatives to the Library; b

annual increase in the cost of each subscription, whether it is a database or a journal. The L must budget annually a 7% increase in subscriptions due to inflation. c. Cost per article dow (known as usage statistics) are calculated and analyzed for each electronic database and on journal. A primary factor for considering cancellation is if the cost per article is close to or ex the cost of requesting an article through interlibrary loan. Analysis of results initiates discuss possible cancellation, but does not result in immediate cancellation without input from the academic department(s) supported by the subscription. The faculty representative(s) is/are contacted by the Library Liaison (library faculty assigned to academic discipline) for the department faculty to discuss continued relevance of title and potential for increasing use by students and faculty.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collaboration stations and accompanying all-in-one workstations connected to a 48-inch mor each room. The equipment is the same that is used in the group study rooms in CCIT. The staff felt it was important to provide FSU students with the same quality and level of technol they have access to in the primary technology building on campus. The new tables and equipment were installed in time for students to use prior to the beginning of the fall semest

- Support the University's goal and Middle State's recommendation to provide a facility for Center for Teaching Excellence.

During FY 2016, the Library Director was approached by the Provost and the VP for Administ and Finance to identify a space in Ort Library to house the Center for Teaching Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which is to promote foster student learning to the greatest extent possible through instructional development of faculty. Recognizing the importance of the Center's work, and wanting to assist the Universi achieving the Middle State's recommendation to provide a facility for the committee, the Lib Director, in consultation with the staff made arrangements to move shelving and a portion o collection located on 5th Floor for the construction of an office space. Construction commen August 2016 and was finished by the end of the 2016 Fall Semester.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provide training on the use of ArtStor Digital Library, with over 1.5 million digital images in t arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a presentation on the Library's newly revised webpages for ILLiad, the users' interface requesting items through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orientation and training to the Library's Online Coal Mine Map

Collection, a digital collection of over 700 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstr of 3-D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree.

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the L Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE,

Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towso University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives:

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. Numerous opportunities are presented annually for staff at all levels at the 17 USMAI-participating institutions to assist with implementing and/ maintaining the various initiatives that strengthen the resource-sharing and collaborative mi of the consortium. The USMAI's Executive Director will send out a call for volunteers to fill vacancies on several coordinating groups and subgroups that provide oversight to the functi the USMAI. At FSU, the Ort Library Director forwards those emails to all department superv and library faculty, encouraging them to take advantage of these opportunities and/or suppo their staff's interests to collaborate with colleagues throughout the state. As a result, FSU Library is always well represented by several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is curre serving as the Vice Chair of the Council of Library Directors. This is not often the case for the other USMAI libraries that are not located in the Baltimore/Washington corridor. A list o current FSU staff participating in USMAI committees appears in the Results section.

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical services for all of its acquisitions. The FSU Library is also a founding member of the USMAI' Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu

and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loc historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, *The Frostburg Mining Journal*, *The Frostburg Forum*, *The Frostburg Gleaner*, *The Frostburg News Frostburg Herald*, and the *The Frostburg Spirit*. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task o sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when har the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one o cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from thos to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. Unlike the plain lists that are sent to specific academic departments, Emily applies graphics

additional newsworthy notes to her "newsletter." This is another example of how the Library seizes opportunities to communicate its goals, services and resources to the FSU faculty, stu staff and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.Working in conjunction w the library staff and the various organizations with which the Ort Library collaborates, the Lil Director encouraged numerous opportunities to promote the Ort Library's services and resou to the FSU faculty, students, staff and community in FY 2017. In addition to the list of displ that appeared in every StateLines published this past fiscal year, courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host the 3rd Annual Harr Potter's Book Night, an event for hundreds of community children to celebrate the *Harry Pot* series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annua contest, March Book Madness to the Frostburg community, receiving thousands of votes unt winner was chosen. We also worked again with the English Department's Honor Society to co sponsor and host the annual Banned Books Reading held in October 2016. The Library also originated and co-sponsored with the Communication Leadership Lab, and the J. Glenn Beall Institute for Public Affairs a successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense of Alternative Facts, Fake News, and Social Media Bubbles!" April 2017, as well as co-sponsored with the FSU Center for Literary Arts, a reading event w Michael Blumenthal, a best selling poet. One of the most noteworthy collaborative opportuni Ort Library participated in FY 2017 was co-hosting with the Cultural Events Series the Tibeta Buddhist Monks from Drepung Loseling Monastery as they built their mandala sand painting 3rd Floor lobby of the Library.

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget and issues related to accessing resources for new programs. The annual October meeting of libra liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from the faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction o Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. Thes reports were shared in advance of the individual lunches that were held in May 2017. All fac the departments were invited to attend and venues outside of the Ort Library were chosen. from the two lunches summarized by Randy are included in the evidence attached to this re Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

What were the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

In the process of creating this inventory, staff were encouraged to research, present and recommend other types of assessment practices not previously implemented by the library s particularly as they relate to the assessment of the Library's Information Literacy Program, t role of the Library on student learning and student success. The resulting inventory includes numerous examples of data collection, many of them statistical assessments based on usag the facility, collections, services and workflow. While much of this type of data is considered traditional library statistical assessment, it is still necessary to collect annually for national reporting tools such as IPEDS and the ACRL Academic Library Survey. Following an analysis the inventory, the staff discovered that a great deal of assessment is taking place in the libra a variety of ways but we have not been consistent in how we analyze the data and report it. also discovered a need for more user feedback, which is being addressed in the next action priority, G2. AP. 1.

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Reviewing the results of the Library's assessment review to determine whether it is in compl with the ACRL Standards for Libraries in Higher Education, the library faculty identified nume performance indicators for which we recommended the need to solicit user input in the form surveys and/or focus groups. As an initial step to address this need, two surveys, one for students and another for faculty, were administered in April 2017. The focus of both survey to solicit feedback as to the perceived impact the Ort Library has on student success and learning. The results of both surveys were analyzed by the members of the LAAG in May an June. Although the number of students and faculty who completed the survey was lower tha suitable sample size, a review of the responses indicates that they consistently support our premise that the Ort Library provides staff, services, resources and physical space to promot student learning. Group study is definitely a primary reason students use the Library. Despi low number of participants, the results of this survey are important because they support th decisions we will be making in regards to reducing shelving to open up more space for grou work, possible construction of more group study workrooms, purchasing mobile furniture an movable white boards. The survey results also highlight an immediate need to improve the promotion of our services, resources and spaces. It was agreed by the members of the LAA that focus groups are needed to follow-up the survey for more reliable data. A preliminary summary of the results of the two surveys with analysis was made available to all library sta June 2017. A copy of that summary is attached as evidence to this report.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe necessary; identify need for new policy statements and draft appropriate language for inclus Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar departments.

During FY 2016, the newly formed Library Policies Committee completed a review of the poli the existing General Library Policies Manual. In addition to revising relevant policies and rem those no longer needed, the committee created a list of policies that need to be added to th manual by department supervisors or the Library Director. Throughout FY 2017, the collectic development policies for Special Collections and the Rare Book Room were rewritten by Mar Price, the Special Collections Librarian and are being reviewed by the library faculty. Genera policies related to building access, closing, and use of other facilities were revised by Amand Bena, the Library's Access Services Librarian. A draft of a revised manual is being finalized f distribution to all library staff for review.

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

- Completed the second phase and implemented the final phase of a three-year collection development project to inventory the Library's 220,000+ circulating monograph collectio 2017.

This assessment project was initiated in June 2015 to verify the contents of the Stacks colle

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- Increase the number/type of the Library's digital archives and collections; including an in in the number of files and storage space utilized by the collections.

As the Digital Projects Librarian, Annamarie Klose Hrubes was very successful in increasing t size and visibility of the Ort Library's digital collections. In FY 2017, Anna nearly completed a project of digitizing FSU's historical commencement programs for inclusion in eScholarship@Frostburg, the Library's shared institutional repository with the USMAI before leaving FSU for a position at another academic library in January 2017. Also in 2017, Library continued to support the initiatives of the Digital Projects Librarian by investing in a significant upgrade in the technology located in the Digital Lab. An iMac with enhanced stora and graphics capabilities was purchased and installed in the lab in October 2016. In January a state-of-the-art planetary scanner was purchased and installed to facilitate the scanning o large, fragile print items. In FY 2017, the size of Ort Library's digital archives and collections increased from 530GB in FY 2016 to 984GB. The number of files related to collections increa from 27,293 to 35,556 in FY 2017. The number of digital items accessible in eScholarship@Frostburg is 163.

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To ensure effectiveness in the expenditure of the Library's materials budget, the library facu conduct annually three comprehensive reviews of periodical and database subscriptions to e adequate coverage of curricular and research needs of FSU students, faculty and staff. Every subscription title is reviewed for renewal or cancellation. If we are currently receiving a peric in print and it is available online, we discuss the financial feasibility of converting the subscri to online for greater access. In FY 2017, these intensive reviews resulted in the following decisions:

- 5 cancellations on EBSCO Sept Renewal for savings of $355.95
- 1 migrate to online on EBSCO Sept Renewal (The Economist) for net additional cost of $3
- 1 addition to EBSCO Sept Renewal (will begin 1/1/2017) – English Journal (online) for a c $85.00
- 1 microfilm cancellation for savings of $296.60
- Total net additional cost of the above = $3,080.45
- It was agreed to implement a subscription to Kanopy for streaming video in January 201 an initial deposit of $3000.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and reinforce student learning.

- Improve the technology and collaborative work environment in the Library's group study by installing TeamWork stations, large screen monitors, and new furnishings.

In July 2016, the Ort Library Director worked closely with staff from the Office of Informatio Technology and Procurement to identify and purchase five collaboration worktables to furnis Library's five group study rooms. The tables were selected to support new TeamWork collabo stations and accompanying all-in-one workstations connected to a 48-inch monitor in each r The equipment is the same that is used in the group study rooms in CCIT. The library staff fe

was important to provide FSU students with the same quality and level of technology they h access to in the primary technology building on campus. The new tables and equipment wer installed in time for students to use prior to the beginning of the fall semester.

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In the spring of FY 2016, the Library Director was approached by the Provost and the VP for Administration and Finance to identify a space in Ort Library to house the Center for Teachin Excellence, a faculty organization affiliated with FSU's Faculty Senate, the mission of which i promote and foster student learning to the greatest extent possible through instructional development of the faculty. Recognizing the importance of the Center's work, and wanting to assist the University in achieving the Middle State's recommendation to provide a facility for committee, the Library Director, in consultation with the staff made arrangements to move shelving and a portion of the collection located on 5th Floor for the construction of an office Construction commenced in August 2016 and was finished by the end of the 2016 Fall Seme

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development activities.

- Coordinate at least one development program per semester in the Library for all staff.

During each calendar year, the Library Director schedules three half-day meetings for all libr staff to attend: in January, at the end of May, and in August before school starts. The 3-hou meetings always include an hour of updates, an hour of open discussion, and an hour for training/professional development. In FY 2017, all library staff were presented with the follo development opportunities in the Library:

- In August 2016, Dr. Travis English, a professor in the Visual Arts Department provided tra on the use of ArtStor Digital Library, with over 1.5 million digital images in the arts, architecture, humanities and sciences;
- In January 2017, Amanda Bena, Ort Library's Access Services Librarian provided a preser on the Library's newly revised webpages for ILLiad, the users' interface for requesting ite through interlibrary loan services. Virginia Williams, Cataloging Librarian, gave an orienta and training to the Library's Online Coal Mine Map Collection, a digital collection of over 7 historical maps of local coal mines.
- In June 2017, the Library staff walked over to the Gira CCIT building for a demonstration D printing presented by Dr. Marc Michael, a professor in the Math Department.

Attendance by the staff at these three meetings each year has been nearly 100%.

In addition to providing training and development opportunities in the Library, the Library Di and all department supervisors encourage all library staff to take advantage of the Universit benefit of tuition remission for advanced coursework or to pursue a degree. During FY 2017 currently, five library staff are enrolled in graduate degree programs:

  - Charles Courtney is enrolled in University of Maryland's Masters in Library Science program;
  - Amber Harrison is enrolled in the University of Kentucky's School of Information Scie Masters program;
  - Lisa Hartman is enrolled in the University of Baltimore's Masters in Public Administra program;
  - Theresa Mastrodonato is enrolled in FSU's Doctorate in Educational Leadership progr
  - Emily Zumbrun is enrolled in University of Maryland's Masters in Library Science pro

- Support attendance, to the extent feasible, of staff at University, USMAI, or other profess

organizations' development events.

Throughout the year, all library staff receive emails announcing a variety of training sessions development opportunities, and University events. For the majority of these activities, the Li Director will forward the announcement again to all staff with a recommendation encouragin them to take advantage of these opportunities if their schedules permit. It is not uncommon see many of the Library's staff, both faculty and non-exempt, attending the President's convocations, HR training sessions, FSU's annual Leadership Conference, sessions of TASTE, Similarly, the Library Director will regularly forward to all staff or a targeted group of staff if specified, any announcements of relevant USMAI events or other professional organizations offered. During FY 2017, the Ort Library sent 7 staff, both faculty and non-exempt to Towson University in Maryland to attend the first annual Towson Conference for Academic Libraries (in August 2016 and 5 staff members, also including faculty and non-exempt to the Associati College and Research Libraries (ACRL) Conference in Baltimore in April 2017. These opportu that were offered to all staff included registration fees and some travel expenses that were p for by the Library, in addition to other usual forms of professional development activities tha pursued by individual library faculty during the fiscal year.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg initiatives.

Since it's establishment in 1988, FSU's Library has always been a very active partner in the University System of Maryland (then) Consortium of Libraries and now, the University Syste Maryland and Affiliated Institutions' (USMAI) Consortium of Libraries. This has been evidenc over the years by the vast number of joint USMAI initiatives that the FSU Library has partici in and supported, not just financially, but with significant personnel involvement and leaders FY 2017 is no exception to this history. As a result, FSU Library is always well represented b several staff, many in leadership positions, in the governance of the USMAI Consortium of Libraries, including the Library Director who is currently serving as the Vice Chair of the Cou Library Directors (CLD). Below is a list of the current FSU staff participating in USMAI comm and some of the initiatives they co-chaired or participated in for FY 2017:

- Dr. Lea Messman-Mandicott; Library Director: In FY 2017 & 18, currently the Vice Chair CLD, will assume the position of Chair in FY 2019. Member of the USMAI LIMS Executive Committee.
- Amanda Bena, Access Services Librarian: Co-Chair, Interlibrary Loan & Resource Sharing Subgroup, working on promoting USMAI adoption of the Big Ten's Academic Alliance repo vision on Next Gen Discovery to Delivery Systems and preparing USMAI libraries for futu conversion to new interlibrary loan interface to replace ILLiad;
- Dr. Sean Henry, Library Instruction Coordinator & Webmaster: Member, User Experience Subgroup;
- Randy Lowe, Collection Development, Acquisitions, Serials and & e-Resources Librarian: Chair, Resources & Licensing Subgroup; Chair of RALS Ebook Group; Chaired, USMAI Sho Term Task Group on Data Collection & Analysis; assisting with the procurement of an e-resources management system for the USMAI, to name a few.
- Theresa Mastrodonato, Coordinator of Library Instruction for First Year Students, Referen Librarian: Co-Chair, Reference & Instruction Subgroup; coordinated the annual USMAI Reference & Instruction Forum;
- MaryJo Price, Special Collections Librarian: FSU's representative on the USMAI Special Collections & Archives Subgroup;
- Virginia Williams, Catalog Librarian & Dept. Supervisor: Member and former Co-Chair, Metadata Subgroup; developing metadata standards for all USMAI libraries;

In addition to service on the USMAI governance bodies, the Ort Library staff assists with exp and implementing new resource-sharing opportunities within the participating libraries and supports the USM Hagerstown Center Library directly by providing cataloging and technical

services for all of its acquisitions. The FSU Library is also a founding member of the USMAI's Maryland Shared Open Access Repository (MD-SOAR), a digital resource for FSU faculty, stu and staff to store and provide global access to their scholarly research and creative works. Supporting data is provided in the Results section.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

Throughout FY 2017, members of the Ort Library staff accomplished this action priority by pursuing numerous opportunities to partner with local, state, and regional libraries or organizations. Several library faculty serve on the boards for the Frostburg Museum and loca historical societies. The Library Director served as Vice Chair, Chair Elect on the Maryland Di Library, a consortium of 48 academic libraries in Maryland.

- Support Ort Library's participation in the University of Maryland's Digital Systems and Stewardship's (DSS) Historic MD Newspaper Project Grant.

In FY 2015, Ort Library was approached by the University of Maryland's Digital Systems and Stewardship's department regarding our interest in participating in a potentially Library of Congress grant-funded project to digitize our copies of the historical local newspapers, The Frostburg Mining Journal, The Frostburg Forum, The Frostburg Gleaner, The Frostburg News, Frostburg Herald, and the The Frostburg Spirit. Naturally, we pledged our support to loan ou copies of the newspapers, and in fall of 2016, we received word from DSS that they had rec the grant. Our Digital Projects Librarian, Annamarie Klose Hrubes began the arduous task of sorting the issues of the newspapers, cleaning and repairing the pages that required attentic and inventorying the number of pages and individual problems for every issue that would be for digitization. This was a very slow process requiring patience and extreme care when han the fragile issues of the newspaper that are over 100 years old. When Anna left FSU in Janu 2017 to accept another position in New Jersey, Pam Williams, the Associate Director for Use Services and Virginia Williams, Cataloging Librarian and Department Supervisor, continued t tedious job preparing the newspapers for transport to the University of Maryland, College Pa along with all of their other library-related and supervisory responsibilities. In June 2017, th coordinator of the Historic MD Newspapers Project, Rebecca Wack picked up the boxed newspapers for the next stage of processing - digitization.

- Encourage continued collaboration between Ort Library, the Allegany County Library Syst and the Allegany College of Maryland by supporting the shared library card initiative.

In an effort to provide effective and high-quality library services to the population of Allegan County, the library directors of the FSU Library, the Allegany County Library System, and the Allegany College of Maryland frequently discuss opportunities to collaborate to ensure we ar meeting the library needs of our community at all levels. The latest joint initiative was implemented in FY 2017, known as the "One-Card, Three Libraries" or "One Card to Rule Th All" agreement. This policy grants all Allegany County residents the ability to use any one of cards that provide access to library services at each of our libraries. In other words, FSU stu can use their FSU ID cards to check out items from any of the branches of the Allegany Cou Library System (ACLS) and the Allegany College of Maryland (ACM) library. Library cards fro ACLS and student or faculty IDs from ACM will be accepted at the Ort Library for borrowing circulating materials.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult students, and staff.

Periodically throughout a fiscal year, Emily Zumbrun, the Library Services Specialist in the Library's Acquisitions Department compiles a list of new acquisitions sorted by academic department for Library Liaisons to send to the faculty representatives assigned to liaise with library by their departments. In FY 2017, Emily asked permission to use the data from those

to create a "new acquisitions" list to be sent electronically to all faculty, students, and staff. the plain lists that are sent to specific academic departments, Emily applies graphics and additional newsworthy notes to her "newsletter." This is another example of how the Library opportunities to communicate its goals, services and resources to the FSU faculty, students, and local community.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Working in conjunction with the library staff and the various organizations with which the Or Library collaborates, the Library Director encouraged numerous opportunities to promote the Library's services and resources to the FSU faculty, students, staff and community in FY 201 addition to the list of displays that appeared in every StateLines published this past fiscal ye courtesy of Theresa Mastrodonato and MaryJo Price who created the numerous displays, the Library continued to collaborate with the Children's Literature Centre to co-sponsor and host 3rd Annual Harry Potter's Book Night, an event for hundreds of community children to celeb the Harry Potter series. Under the leadership of Theresa Mastrodonato, the Library again promoted its annual contest, March Book Madness to the Frostburg community, receiving thousands of votes until the winner was chosen. We also worked again with the English Department's Honor Society to co-sponsor and host the annual Banned Books Reading held October 2016. The Library, under the direction of Lisa Hartman, also originated and co-spon with the Communication Leadership Lab, and the J. Glenn Beall Jr. Institute for Public Affairs successfully attended roundtable presentation "Literacy and Democracy: How to Make Sense Alternative Facts, Fake News, and Social Media Bubbles!" in April 2017, as well as co-sponso with the FSU Center for Literary Arts, a reading event with Michael Blumenthal, a best sellin poet. One of the most noteworthy collaborative opportunities the Ort Library participated in 2017 was co-hosting with the Cultural Events Series the Tibetan Buddhist Monks from Drepu Loseling Monastery as they built their mandala sand painting in the 3rd Floor lobby of the Li

In an effort to better promote our services and resources, the Ort Library continued sponsor open house for new faculty, students and staff on Monday, August 22, 2016 - the week befo Fall Semester started. During FY 2017, the Library also hosted four information-sharing mee with specific faculty groups. In September 2016, the Library Director was invited to attend t first meeting of the Chairs' Council for the academic year to discuss the Library's budget anc issues related to accessing resources for new programs. The annual October meeting of libr liaisons and academic department faculty representatives was held to review the role of facu reps in regard to our collection development process, update faculty on new resources and services in the Library, and share information regarding their department allocations for requesting new acquisitions. Recognizing the need to seek more in depth feedback from th faculty regarding our services and collections, the Ort Library instituted a new assessment approach that involved identifying and inviting the faculty from two academic departments t lunches sponsored by the Library. A small committee of library faculty, under the direction c Randy Lowe, developed an agenda for the lunches with a list of topics to be discussed. The t departments identified for these pilot lunches were the Chemistry Department and the Management Department. As Collection Development Librarian, Randy created a series of re for each department listing the Library's holdings that were specific to their disciplines. The reports were shared in advance of the individual lunches that were held in May 2017. All faculty in the departments were invited to attend and venues outside of the Ort Library were chosen. Notes from the two lunches summarized by Randy are included in the evidenc attached to this report. One immediate result from the meeting with the Chemistry Departm was approval from the faculty to cancel four serial titles we had been subscribing to for year savings from the budget. Other results from these meetings reinforced the need for the Libr seek more opportunities to better promote its services, resources and facilities.

Refreshments served at all of these meetings were paid for using funds from the Library's Development Fund.

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

1. What is the focus for the upcoming year's plan?

Three important goals or action priorities will be the focus for the Ort Library's FY 2018 strat plan as the result of the assessment outcomes identified in FY 2017.

The first goal is to continue with the Library's assessment of its impact on student success a learning by following up on the results of the two surveys administered in FY 2017 and implementing a series of focus groups with students and faculty for clarification of current responses and additional feedback.

A second goal is to initiate a consistent plan to better promote the Library's services, resour and facilities through publications, marketing, and events. It became evident as a result of t student success surveys and the lunch-meetings with the Chemistry and Management Departments that we have not been effective in informing the students, faculty, staff and loc community of the value we offer to the FSU campus.

A third focus will be to continue to improve the quality of and access to the Library's collecti With the completion of the inventory of the Stacks collection on 4th and 5th floors by the en summer 2017, the next phase of this massive assessment project will commence as we beg analyze the results to identify volumes in the collection that are no longer relevant and need deselected from our holdings. This process, the procedures for which are already in place, w need to be methodical to avoid inundating our small Technical Services staff who will still be processing new acquisitions as they prepare the thousands of outdated volumes for withdrav This process will also involve additional input from the faculty. The ultimate result we hope achieve is to begin to reduce the amount of shelving in the facility so we can open up space students to work collaboratively in support of their success and learning habits.

Coupled with the goal of improving access to our collections in all formats is the renewed attention to increasing our digital collections assuming we will have successfully completed f the vacant Digital Projects Librarian position that became vacant in January 2017.

Other goals will focus on our continued support of the USMAI Consortium of Libraries; maint and seeking partnerships with local, state, and regional libraries or organizations; and facilitating staff development.

2. Were resources allocated or redistributed based upon the results?

G. 1. AP. 1: Inventory existing Library assessment practices and recorded results, particularl regard to the achievement of information literacy outcomes.

No additional resources have been allocated in order to conduct this assessment or as a resu its findings other than hours of time devoted by library staff to compile and review the resul

G. 2. AP. 1: Identify focus, create and administer a user-centered assessment tool.

Personnel resources are allocated to support this action priority - the five members of the LA devote hours to the bi-weekly meetings and working on the tactics during their regular schedule in addition to all of the their other responsibilities. Work priorities remain the same time for professional development and service may have been redistributed.

G. 3. AP. 1 & 2: Continue the review of existing library policies for relevance and update whe

necessary; identify need for new policy statements and draft appropriate language for inclus
Library Policy Manual. Issue a revised, up-to-date Library Policy Manual to all Library staff ar
departments.

No additional resources have been allocated in order to conduct this assessment or as a resu
its findings other than hours of time devoted by library staff to compile and review the resul

G. 4. AP. 1: Continue to improve the quality of and access to the Library's collections.

Inventory of Stacks collection:

Financial resources were allocated from the Library's operating budget to support additional
in binding and purchasing supplies for repairing items. The larger drain on resources was rel
to personnel. All staff members, including the Library Director, were assigned to work in tea
average of four two-hour shifts per week for eight weeks in the summer - June and July. Thi
the equivalent of one day per week dedicated to working in the Stacks collection instead of
regular work responsibilities. In addition, staff were assigned to the two-person teams in an
attempt to be equitable to all staff.

Support for developing the Library's digital archives and collections: The purchase of an iMa
the Digital Projects Librarian and the new planetary BookEye scanner cost approximately $3
from the Library's budget.

Annual Periodical & Database Subscriptions Review: Each year, the Periodicals Department
Library Services Supervisor compiles the updated subscription costs for all periodicals from t
publishers and vendors, based on current cost and the 7% increase for inflation. As stated e
the cost of periodical and database subscriptions increases annually, an equal percentage of
Library's operating budget must be redistributed to cover the subscriptions. Since the Librar
operating budget does not increase, an increase in the funds allocated to pay for periodicals
serials results in a necessary decrease in the funds allocated to academic departments to se
monographs to support their curriculum and research. In FY 2017, as reported in the results
Library increased its ongoing subscription costs approximately $3000 by converting print jou
to online, and initiated a new service, Kanopy to provide students and faculty access to strea
video. The overall cost of this new service for FY 2017 was $4500.

G. 4. AP. 2: Continue to assess the Library's facilities and technology in order to support and
reinforce student learning.

Improving the technology and furnishings in the Library's group study rooms to replicate th
the Gira CCIT building cost approximately $15,000 from the Library's operating budget.

G. 5. AP. 1: Seek opportunities and encourage all Library staff to participate in development
activities.

All staff development opportunities offered on the FSU campus were free and other than
personnel time to attend the activities, did not require resources to be allocated in order to
achieve results. Travel funds totaling approximately $11,900 were expended from the Libra
operating budget to support staff development opportunities off campus, such as conference
meetings.

G. 6. AP. 1: Continue to partner with and support the USMAI Consortium of Libraries strateg
initiatives.

No additional resources have been allocated in order to support these activities other than h
of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 6. AP. 2: Continue to support and seek opportunities to partner with local, state, and regi libraries or organizations with similar missions such as museums, archives, etc.

No additional resources have been allocated in order to support these activities other than h of time devoted by library staff to participate in these initiatives and to travel to meetings.

G. 7. AP. 1: Publish a semi-yearly "new acquisitions" list to be sent electronically to all facult staff and students.

No additional resources have been allocated in order to conduct this achieve this action prior other than hours of time devoted by the library staff who compiles newsletters.

G. 7. AP. 2: Encourage opportunities to promote the Ort Library at meetings and by sponsori events/activities that showcase the facility, resources, and services.

Most of the events the Library sponsored, co-sponsored or hosted included refreshments pai from the Ort Library's Development Fund or other endowment receipts. In FY 2017, $3,136 spent on refreshments and $522.25 were used for promotional printing and materials. These activities also required personnel hours to prepare and attend the events, sometime resulting in overtime for non-exempt staff. The Library Director will review these expenditur carefully due to a decrease in the allocation of endowment funds for FY 2018.

How was this plan and results conveyed to your Division/Department?
Information is shared with the Library staff in multiple ways:

- Reports and updates are sent from the originator to all library staff via email.
- Usually, a copy of the communique is uploaded to the Library's P-drive and a link emailec the staff.
- Copies of strategic planning documents, proposals for new services, are provided in adva the three all-staff meetings held during the year for discussion at the meetings.
- All staff are encouraged to provide input to issues of concern individually to the Library D via email or in person, signed or anonymously.

Evidence, artifacts, and or back up documentation

- New Arrivals at Ort for Spring 2017
- Ort Library 2017 Summary of Student Success Survey Results
- Ort Library and Chemistry Faculty Lunch Meeting 2017
- Ort Library and Management Faculty Lunch Meeting 2017
- Ort Library Assessment using ACRL Standards
- Ort Library General Policy Manual rev 2015 draft

Publications FY17 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production

    - Streamline catalog editing procedures

        - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
        - Produce undergrad catalog utilizing new procedure

5. Begin preparing fundraising campaign materials

- Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?
1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

The process of assessment per Action Plan: How were the results assessed?
1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?
1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:

- Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
- Campaigns started mid-October, concluded June 2

- 128,191 emails sent
- 23% open and 23% clicks

3. Inauguration materials:

- An attractive and coordinated set of materials was created including invitation packag evites, Save the Date postcards, programs, signage (some in compressed time) and n on time.

4. Undergrad catalog production:

- Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.

5. Fundraising campaign materials:

- Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

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

Impact on operations and focus for upcoming year:

1. Website:

- Because the site has been launched, CommMedia staff involved with the creation of the n site (design of site, design and creation of all new marketing pages - content, images anc design) can focus time and efforts on regular responsibilities.
- We can move forward with helping to build or migrate our own division's web pages.
- Marketing & Branding funds used for web content writing can be reallocated to other mar efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platfo that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,00(saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundar efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as tl campaign revs up.

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

Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia s at monthly staff meetings.

Evidence, artifacts, and or back up documentation

Academic Program page checklist

Marketing Page Tracker

Frostburg Strategic Goal #6: Serve as a catalyst for economic development in Western Maryland, the region, and the state.

Start: 7/1/2012
End: 6/30/2017
Progress:
Providing Department: Frostburg
Responsible Roles:

Related Items

1.6: Continue the implementation of the report of the UEI, specifically in the advancer of students' core skills, including the institution of speaking- and writing-intensive mandates.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority

Continue the implementation of the report of the UEI, specifically in the advancement of students' core ski including the institution of speaking- and writing-intensive mandates.

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

6.1: Conduct a comprehensive assessment of the institution's economic impact and contributions to the social and cultural fabric of the region.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority

Conduct a comprehensive assessment of the institution's economic impact and contributions to the social and c fabric of the region.

Providing Department: Frostburg

Documentation

No items to display.

Data from Baseline

Responsible Roles:

6.1: Conduct and Assessment on the Regional Economic Impact

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Using the 2012 report as a baseline, in 2017 conduct an economic impact assessment of the institution's contributions to the social and cultural fabric of the region.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.1: Using the 2012 report as a baseline, in 2017 conduct an economic impact assessı of the institution's contributions to the social and cultural fabric of the region.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.2: 2. Evaluate the adequacy of resources and efficacy of institutional structures that support FSU's goals of regional outreach, economic development, workforce developr and community service.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Evaluate the adequacy of resources and efficacy of institutional structures that support FSU's goals of regional outreach, economic development, workforce development, and community service.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.2: Evaluate the Adequacy and Efficacy in Spending

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Evaluate the adequacy and efficacy in spending of current resources and institutional structu that support the institution's goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific resources to desired outcomes.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.2: Evaluate the adequacy and efficacy in spending of current resources and instituti structures that support the institution's goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.3: Establish Annual Goals

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Establish annual goals in seeking extramural financial resources to augment and amplify the institution's resource needs in its fulfillment of the economic development and public service needs of the region.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.3: Establish annual goals in seeking extramural financial resources to augment and amplify the institution's resource needs in its fulfillment of the economic developmen public service needs of the region.

Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.3: Seek resources to support the institution's fulfillment of the economic developme and public service needs of the region.

Start: 7/1/2014
End: 6/30/2015
Progress: Ongoing

Action Priority
Seek resources to support the institution's fulfillment of the economic development and public service needs of region.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.4: Enumerate and Inform the University's Constituencies on Economic Development

Start: 7/1/2012
End: 6/30/2013
Progress:

Action Priority
Enumerate and inform the University's constituencies of the full range of economic developm and community service initiatives, accomplishments, and recognitions.

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

6.4: Identify and inform the University's constituencies of the full range of economic development and community service and cultural initiatives, accomplishments, and

recognitions.
Start: 7/1/2013
End: 6/30/2014
Progress:

Action Priority

Providing Department: Frostburg

Documentation
No items to display.

Data from Baseline

Responsible Roles:

Advance: Developing Relationships
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: University Advancement

Documentation
Storyboard

Data from Baseline

Responsible Roles:

Advance: Raising Awareness
Start: 9/1/2013
End: 8/31/2014
Progress:

Action Priority

Providing Department: University Advancement

Documentation
Storyboard

Data from Baseline

Responsible Roles:

2016 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Visual Arts
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Mission

The mission of the *Department of Visual Arts* is to provide a Bachelor of Fine Arts degree, wl prepares candidates for work in the Visual Arts and/or advanced studies in graduate school c professional employment. Learning outcomes are continually reassessed in response to disciplinary standards, the evolution of technology, industry expectations, and candidate nee

Program Objectives parallel professional expectatio The department aims:

- To provide degree candidates with the instruction and studio resources appropriate to nat expectations for a BFA;
- To foster degree candidates' mastery and proficiency in media handling and critical thinki line with professional expectations;
- To encourage degree candidates' development of original aesthetic visions;
- To increase degree candidates' awareness of diverse artistic trends across history, geogra race, nationality, and gender;
- To challenge degree candidates to develop and maximize their creative problem solving s
- To provide degree candidates with professional applications of classroom instruction;
- To foster relationships between candidates, alumni, and the community;
- To mentor degree candidates in their creation of portfolios appropriate for professional interviews and graduate school applications, and
- To meet state and regional needs in K-12 arts education by providing well trained B.F.A. a M.A.T. Art Education Certified candidates.

Such expectations extend to the Fine Arts Minor, Graphic Design Minor, Art History Minor, Internship opportunities, offerings in the General Education Program and Tech Fluency.

Vision

The Department of Visual Arts is and will continue to be strong within USM for its offering of professional degree, the Bachelor of Fine Arts. The enhancement and creation of programma offerings in painting, photography, printmaking, ceramics, sculpture, graphic design, illustrat art education, art history and fine arts shall aid in the recruitment and retention of students well as provide them with marketable professional level portfolios and strong experiential experiences. With its programmatic offerings, Stephanie Roper Art Gallery and community outreach, the department shall continue to function as a driving force in the visual arts and s as an important cultural venue for the tri-state area.

Specify your Division/Department Actions Priorities/Plans.
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

Safety, Facilities Maintenance:

- Continue to emphasize safety awareness in studio work areas consistent with institutiona initiatives.
- Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistant needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.
- Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms.
- Continue to extend Fine Arts studio/classrooms to include space vacated by the Department of FLL.

Further Priorities:

- Continue all experiential learning opportunities for BFA students.
- Lobby for an increase in the departmental operations budget. Current Department needs require budget in
- Continue to implement Artstor for faculty use in all classes.
- Increase our involvement with Frostburg's Social Media Group.
- Continue Facebook presence for the Stephanie Ann Roper Gallery.
- Continue to work on the department's website and produce additional promotional print and electronic mat for recruitment.
- Work with the FSU Foundation and Office of Advancement to locate funds and sponsors for scholarships, g and student experiential experiences.
- Continue collaborative initiatives with community entities, businesses and organizations, e.g. Allegany Cou School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Commun College, Frederick Community College, and local businesses.
- Provide opportunities as well as graduate level art courses for area regional teachers in K-12 who are com a Masters program at FSU.
- Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunities to participat departmental planning and departmentally sponsored professional development events and programs.

What are the Measures/Metrics used to assess effectiveness?

To provide degree candidates with the instruction and studio resources appropriate to nation expectations for a BFA.

- Candidates were supplied all resources.

To foster degree candidates' mastery and proficiency in media handling and critical thinking with professional expectations.

- Candidates showed these proficiencies in Studio Focus Reviews and Senior Reviews.

To encourage degree candidates' development of original aesthetic visions.

- Candidates original creations were displayed in senior shows in the Stephanie Ann Roper Gallery.

To increase degree candidates' awareness of diverse artistic trends across history, geograph race, nationality, and gender.

- This awareness was fostered in all classes including art history classes.

To challenge degree candidates to develop and maximize their creative problem solving skills

- Candidates were challenged with problem solving projects in studio classes.

To provide degree candidates with professional applications of classroom instruction.

- Candidates had professionals come to lecture and give feedback on portfolios.

To foster relationships between candidates, alumni, and the community.

- Alumni came to give guest lectures. Students had contact with the community through g shows at the Saville Gallery and at the Stephanie Ann Roper Gallery and other location or off campus.

To mentor degree candidates in their creation of portfolios appropriate for professional interv and graduate school applications.

- Students were mentored by faculty, alumni and professional visiting portfolio reviewers.

To meet state and regional needs in K-12 arts education by providing well trained B.F.A. and M.A.T. Art Education Certified candidates.

- This was accomplished by students being awarded BFA and MAT degrees.

The process of assessment per Action Plan: How were the results assessed?
Faculty/Staffing Needs:

Request a PIN in Printmaking for Fall 2017

PIN was unsuccessful due to budget concerns.

Safety, Facilities Maintenance:

Continue to emphasize safety awareness in studio work areas consistent with institutional initiatives.

Faculty are emphasizing safety in their individual classrooms

Secure additional funding for increased lab assistance; due to maintenance and safety issues lab assistants are needed for FA 101, 105, 107, 103, 201, 203, 205B, and 207.

There was no significant change in lab assistance due to budget constraints.

Seek additional funding to install code entry systems for specific Fine Arts studio/classrooms

No movement on this due to budget constraints.

Continue to extend Fine Arts studio/classrooms to include space vacated by the Department FLL.

This was successfully completed. All spaces are now allocated.

Further Priorities:

Continue all experiential learning opportunities for BFA students.

Students were provided many avenues for experiential learning. Faculty/student show at the Saville Gallery, Student juried show, field trips to galleries and professional studios.

Lobby for an increase in the departmental operations budget. Current Department needs rec budget increase.

Unsuccessful due to budget constraints

Continue to implement Artstor for faculty use in all classes

Artstor is available for all students and faculty on campus.

Increase our involvement with Frostburg's Social Media Group

Students in Graphic Design and Photography are fully involved with this group.

Continue Facebook presence for the Stephanie Ann Roper Gallery

Facebook is in constant update for the Stephanie Ann Roper Gallery and a new Facebook pre is there for the Visual Arts Department.

Continue to work on the department's website and produce additional promotional print and electronic materials for recruitment.

This is still ongoing and in progress. New photos and text are being added.

Work with the FSU Foundation and Office of Advancement to locate funds and sponsors

Ongoing and in progress, no success to report.

Continue collaborative initiatives with community entities, businesses and organizations, e.g Allegany County School District, Allegany Arts Council, Allegany College of Maryland, Garrett College, Hagerstown Community College, Frederick Community College, and local businesse

Collaboration between Allegany Arts Council very successful with a faculty/student show

sponsored by the University Foundation. Other outreach is ongoing.

Provide opportunities as well as graduate level art courses for area regional teachers in K-12 are completing a Masters program at FSU.

Graduate students continue to take the classes we offer towards the Masters in Education de

Continue to mentor FTNTTs and PTNTTs faculty members and provide them with opportunitie participate in departmental planning and departmentally sponsored professional developmer events and programs.

Full and part time NNT faculty have participated in faculty shows in the Stephanie Ann Roper Gallery and at a recent group show at the Saville Gallery.

What were the results?
see above

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The Department of Visual Arts will be reviewing and updating its vision and action priorities light of the forthcoming Mission Statement and plan for the university-at-large. We have cre committee to begin implementing these changes.

How was this plan and results conveyed to your Division/Department?
In faculty meetings and by email

Evidence, artifacts, and or back up documentation
No items to display.

2016 Assessment & IR Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: English
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Assessment: Examine goals, outcomes, and assessments of General Education courses a English major.
2. Professional Development: Encourage, support, and track professional development.
3. Cooperative Ventures: Foster cooperative ventures with other departments, administrativ units, student groups on campus, the Frostburg community, off-campus professionals, an other universities.
4. ELL/ENGL/MDFL cooperation: Liaise with other offices to support degree-seeking and non degree-seeking non-native speakers of English.
5. Cover Staffing Needs: The newly merged Department of English and Foreign Languages h unique staffing needs. We have critical areas that must be addressed in terms of fair wor and coverage for in-demand courses.

Specify your Division/Department Actions Priorities/Plans.
Goal 1: Assessment

ENGL 101 - Examine goals, outcomes, and assessment for ENGL 101 (both regular and Basi Writing sections). Report any gathered student learning outcome data to AIR for GEP assess

ENGL 300-level – Form a committee to look at goals, outcomes, and assessments of 300-lev composition courses. Once data is gathered, begin reporting to AIR for GEP assessment.

Capstone - Make changes to the assessment of English Capstone.

Course Offerings - Review the frequency of course offerings in each of the tracks in order to ensure that we have a sufficient number of students in each class.

Complete Program Review –During Spring 2018, we expect to submit the program review materials for the program in Foreign Languages and Literature.

GEP Assessment Training - In order to aid the university with meeting the Middle States star #12, the English and FLL Department will provide the requested data for assessment of ENG in the GEP.

Compliance Assist Training - In order to meet a requirement for Middle States, all faculty wil how to access Compliance Assist.

Goal 2: Professional Development

Encourage professional development - Encourage, support, and track professional developm

Goal 3: Cooperative Ventures

Extracurricular and Co-Curricular Opportunities - Promote experiential learning opportunities including Study Abroad, after-school programs, the Shakespeare Festival, and internships.

Student Recruitment - Increase efforts for student recruitment to our majors through experi learning opportunities.

Advising Boards - Continue to foster ties with advising boards to our programs.

Goal 4: ELL/ENGL/MDFL cooperation

CIE **-** Continue to work with CIE to place exchange and international students in the appropr sections of English classes to promote student success.

Recruit students to MDFL - Continue to actively recruit majors and minors in MDFL.

Goal 5: Cover Staffing Needs

PIN Request for Journalism/PR

PIN Request for Advanced Writing

PIN Request for Linguistics

What are the Measures/Metrics used to assess effectiveness?
Goal 1: Assessment

For ENGL 101, ENGL 300-level writing classes, Capstone, and GEP assessment, the departm uses a series of rubrics that have been vetted through department committees and adapted rubrics used in the field.

For Course Offerings, we used data from the past few years to track patterns in enrollment compared to the number of students taking certain classes in recent years. Through these comparisons, we adapted by changing how frequently we offer some of our classes.

Regarding Program Review, we measured effectiveness by our ability to complete all section the report and based on the external reviewer's response.

For measuring our progress in training faculty to use Compliance Assist, we would have kept of the number of faculty who took the training. However, this training had not been offered university-wide, and we did not request training for our department specifically.

Goal 2: Professional Development

Our administrative assistant tracks the number of faculty members who use their departmer stipend to present research at conferences. In order to track our achievements in more det one of our work study students tracked the different types of professional development that faculty engaged in the previous year. We hope to extend this tracking to service in the futur

Goal 3: Cooperative Ventures

For the first action priority under this goal, department members self-report collaborative wo when the chair sends out the request. The chair then compiles a list of these partnerships. Student recruitment success is measured by tracking our numbers in the major from year to year. For advising boards, the faculty members in charge of the relevant programs maintain update, and add to the list of experts on their advisory boards.

Goal 4: ELL/ENGL/MDFL cooperation

We measure the success of our placement work with the CIE by determining the number of students who pass their classes in ENGL and MDFL. In order to determine if we are effective recruiting majors and minors in MDFL, we track our numbers in the majors and minors from to year.

Goal 5: Cover Staffing Needs

We measure success in this area by whether or not we are able to hire for the position(s).

The process of assessment per Action Plan: How were the results assessed?
For 101, we use the standing 101 Committee to conduct this work in January (before the semester begins). The committee chair works with instructors to obtain the requisite numbe papers that will result in meaningful data. These papers are anonymized and placed in folde the committee members to access. Using a rubric, the readers (2 for sure - 3 in the case of discrepancy) determine how well the papers perform according to the course outcomes. The data are analyzed by the chair of the committee and presented to the department during on our spring meetings.

For Capstone, we use the standing department Assessment Committee to conduct this work January (before the semester begins). The committee chair works with Capstone instructor obtain the portfolios. These portfolios are anonymized and placed in folders for the committ

members to access. Using a rubric, the readers (2 for sure - 3 in the case of a discrepancy) determine how well the portfolios perform according to the course outcomes. These data ar analyzed by the chair of the committee and presented to the department during one of our s meetings. This year, we added an exit survey as well. These answers are tabulated and presented to the department at the same meeting as the portfolio results. This information reported to the CLAS Assessment Committee.

For ENGL 308, we used the process that was given to us by the Acting Associate Provost. Essentially, we adapted the AAC&U rubric for written communication to a 5-point Likert scale Unlike our other classes, the papers are not anonymized and are assessed with the rubric by students' instructors. This assessment is run at the end of each semester. The data are ser the Office of the Provost for the AIR Office to analyze. The results are reported to the department's Assessment Committee. At this point, the 300-level assessment is only occurr the 308 sections selected for the GEP assessment.

The process we use to assess course offerings is to analyze the number of students in each per semester over the last 5-10 years. Then the faculty members for each concentration me make changes. This year, changes were made to the literature class rotation as well as professional writing.

Our program review process is the same as most of the others used in CLAS. The final repo uploaded on Compliance Assist.

Compliance Assist training did not occur.

Professional development assessment happens in two ways: (1) the administrative assistant tracks the number of professors who apply for a department stipend throughout the year an a work study student uses an Excel spreadsheet to class and tally the types of professional development activities that occur within the department. Due to the availability of data, the information reflects the previous year's work.

Cooperative ventures are not formally reported. Faculty members self-report these endeavo the chair and, at this time, we keep a list on hand. Advising boards are similar. We keep lis we do not do anything else with the information at this point. Student recruitment initiative themselves are not assessed other than looking at overall increases or decreases in the num of minors and majors in each area.

ENGL 101 and MDFL 190/290 student progress is measured by pass rates. The chair and members of CIE, who serve as advisors to our international students follow these numbers closely.

Finally, staffing needs are assessed by whether or not we receive a PIN. If faculty members to go on overload or more adjunct professors have to be hired, we do not consider these situations as effective. In addition, when a faculty member retires with a particular specialty

is not replaced (e.g., Linguistics), this situation is not effective. We watch the fluctuations ir ratio between part-time and full-time faculty as well as the number of overloads carried by f members.

What were the results?
Assessment

The ENGL 101 committee met regularly to discuss how to map goals and outcomes to an assessment tool. We created an assessment tool and read portfolios, following a procedure similar to our Capstone assessment. Dr. Morris presented the findings at a department mee (report will be presented in the fall). In light of the GEP rubrics developed this year, the committee has decided to explore ways to change our current assessment tool to one that w with the GEP assessment of our 300-level writing classes. By doing so, we will be able to tra progress that students make in meeting the goals and outcomes over multiple semesters rat than just one.

With the loss of a full-time tenure-track professor to coordinate the basic writing sections of the committee placed the discussion of creating a discretely numbered course for placed stu on hold.

The department's Assessment Committee adapted the AAC&U rubric on Written Communicat for this purpose. We began the assessment using ENGL 308 in both the fall and the spring u the guidelines given to us by the Provost's Office. We successfully gathered data and report to AIR.

The department's Assessment Committee revised the Capstone rubric based on the ability to measure the outcomes in a meaningful way. Two outcomes, those on diversity and collabora were removed from the portfolio rubric and placed into the exit survey for majors, which wa distributed in the Capstone class and adapted from the MLA exit survey for majors. Dr. Morr presented the data to the department.

This academic year, we spent quite a bit of time assessing our course offerings.

Program – ENGL

Concentration - Literature: The Curriculum Committee (CC) reviewed the literature concentr proposing and passing a new course rotation for the upper division courses so that courses w be offered less frequently in order to fill. They also eliminated ENGL 421 because students a not as interested in Jane Austen as they used to be.

Concentration - Creative Writing: The CC urged the faculty members of this concentration to change its frequency of course offerings, particularly in the poetry classes, due to low enrollments.

Concentration - Professional Writing: The CC passed a proposal to offer ENGL 438: Applied D Writing less frequently so that the course would fill when offered.

Concentration - Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Program - FLL

Concentration - Spanish: After careful review of programs at our peer institutions, CC passe proposal to enact the following:

- Change in the total number of credit hours required for a Major in Spanish from 48-36
  - The number of credits required at most peer institutions varies from 30-42.

- The elimination and addition of courses to the current curriculum is meant to accomplish compression of current courses, and the 3 new courses will contain much of the same ma as the eliminated 6.This provides students and instructors with a more efficient use of tin meeting the same outcomes as the previous courses in fewer credit hours.

Concentration- Teaching: The department updated the advising sheets to reflect the change the class requirements instituted by the COE.

Throughout Spring 2018, the department gathered the required materials to complete the program review and upload it to Compliance Assist. On April 19, Dr. Maria Amores from WV visited campus as the external reviewer. The chair, incoming chair, and coordinator of foreig languages met with the Dean on May 30 to discuss the external reviewer's comments as wel the program's response and final report.

When we initially composed our department plan, we thought that ENGL 101 would be asse for Middle States. Based on the criteria given by the Provost's Office, this class was not a vi option this time around. Specifically, the instructors completing the assessment were suppo be tenured/tenure track. Instead, select 308 instructors were provided with training to com the GEP assessment (see ENGL 308 above).

Compliance Assist Training was not made available, so we were unable to complete it.

Professional Development

The department assisted 11 faculty members by providing up to $500 in reimbursement for who presented research at conferences. We also began to track the number of each type of professional development activity in which our faculty members participated.

Cooperative ventures

In addition to collaborations between faculty members in a variety of departments across ca our department houses the Center for Literary Arts, many interdisciplinary minors, and the advisors for student organizations. These opportunities allow us to work with many on and campus.

In addition to having representatives at all Open Houses (including the early session from 9- the department created a 3-person student recruitment committee to target prospective and

incoming freshmen in collaboration with the Office of Admissions. The committee drafted ar sent letters to these students and worked to establish a connection between them and the department in an attempt to persuade them to attend FSU. They also review data showing in students majoring in our areas.

The journalism and public relations minors continue to have connections to advisors in the fi No other program in the department has pursued this route formally. However, many profes are a part of the listservs for their professional organizations and/or serve on advisory and e boards in their fields. We have ample connections to ensure that we are following best prac in our field and preparing students for the various careers to which our degree can lead.

ELL/ENGL/MDFL Cooperation

The department chair proctored the placement exam and placed the students in the appropr writing sections to ensure their success at FSU. We also helped to place students in the appropriate MDFL courses to help introduce them to aspects of American culture.

We worked diligently to follow up with students who took the online placement test. Throug discussions with the coordinator of international studies and faculty in the music program, w found some ways to meet the demands for French classes. However, due to staffing needs, had to concede that the music department could no longer sustain its track in French for voc performance. We are hopeful that the program review will provide us with a strategic plan t address this area more effectively. We also expect that the newly passed curriculum, which reduced the number of credits required, will facilitate those students who desire MDFL as a s major.

Cover Staffing Needs

Based on our department's assessment of course demand and requirements for the degrees determined the need for three more PIN positions. We were told that only retiring faculty members would be replaced, so we only submitted a request for Linguistics. However, we b to draft the PIN request for a journalism professor, and we also need another PIN for advanc

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

Most of the goals are designed as ongoing. Therefore, they were approved by the departme next year. Under each goal, the action priorities are adapted to enable further progress on e goal. As far as resources are concerned, we are mindful of assigning certain tasks to depart committees for the year. Our assessment committee will use the data from the 101, 308, a Capstone assessments and make changes that will improve the assessment process. For instance, we are moving toward a rubric that will allow us to measure student learning outc not just in specific classes but from freshman to junior year in regard to GEP writing. The curriculum committee has added the additional task of monitoring the changes to course off to its duties. We hope to expand our tracking of the types of professional development activ in which our faculty participate to also include service. We will make the same PIN requests last year because we had already determined that we have more demand for certain classes covered in those requests than we can fill. Our professional development support is working and no fiscal changes will be made at this time (unless our budget is reduced). We plan to

continue in our cooperative ventures, for our department is known for working across discipl and for preparing our students for the job market. The work between CIE, ENGL, and FLL w international students seems to have improved over this past year, so we plan to try the san placement and advising process again. As we did last year, we will look into the financial feasibility of hiring a work study student to aid with departmental work, including tracking fa members' professional development and service activities.

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

The department reviews goals and action priorities at its May meeting where a vote is taken adopt them. Once they are passed, various members of the department are asked and/or volunteer to help the department achieve these items. The annual department retreat each September focuses on these action priorities in order to set the tone for the academic year.

Evidence, artifacts, and or back up documentation

- ELL/ENGL/MDFL cooperation
  - Placing International Students
- Assessment
  - 2016_majorminor_numbers
  - Capstone Assessment Report 2016
  - CW_concentration_Retreat_HO
  - DRAFT General Education Report_Spring 2017.June 30.2017.Written Communication
  - ENGL 421 Elimination
  - ENGL 438 Changes
  - ENGL 450 Frequency
  - Executive Summary Proposed Changes to Spanish Curriculum
  - FLL_PR_2017
  - LEARNING OBJECTIVE 1 Write-Up Dec 2016
  - Literature_concentration_Retreat_HO
  - MDFL_concentration_Retreat_HO
  - MLA survey_draft
  - New Period Course Rotation 2017
  - PW_concentration_Retreat_HO
  - Scoring Rubric for ENGL101 Assessment-12
  - Written Rubric (005)
- Cooperative Ventures
  - Collaborations
  - EFL Recruiting Chart
  - English Class Enrollment - Fall 2011 - Fall 2016
  - English Class Tracks - Fall 2011 - Fall 2016
  - Letter--Fall Students 2016--Final
- Cover Staffing Needs
  - Linguist_Position Allocation Request Form FY 18
  - PR_JOUR_AW_Position Allocation Request Form FY 18
- Professional Development
  - ENGLFLL_prof_dev_2015

2016 Assessment and IR Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Assessment and Institutional Research
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Successfully implement Helio and PAR
2. Complete the Middle States Monitoring Report
3. Conduct and/or facilitate assessment training
4. Create and facilitate training for departments to use a faculty workload calculator.

Specify your Division/Department Actions Priorities/Plans.
1. Successfully implement Helio and PAR: Work with vendors to validate FSU data and succe upload data to third party.
2. Complete the Middle States Monitoring Report: Work with campus constituents to lead the creation and organization of the report.
3. Conduct and/or facilitate assessment training. Work with CampusLabs, PACIE, and SLAAG created training opportunities to promote meaningful assessment and improved documentat
4. Create and facilitate training for departments to use a faculty workload calculator. This pr is on hold due to additional policy changes effective in late spring 2017.

What are the Measures/Metrics used to assess effectiveness?
1. Successfully implement Helio and PAR: Number of users, Number of training

2. Complete the Middle States Monitoring Report: Submission of report

3. Conduct and/or facilitate assessment training: Number of participants (satisfaction based survey)

4. Create and facilitate training for departments to use a faculty workload calculator: Trainin provided to administrative assistants (number of attendees)

The process of assessment per Action Plan: How were the results assessed?
1. Successfully implement Helio and PAR: Monthly team meetings were held to assess implementation status and effectiveness.

2. Complete the Middle States Monitoring Report:Response from visiting team

3. Conduct and/or facilitate assessment training: Satisfaction survey for participants

4. Create and facilitate training for departments to use a faculty workload calculator: Satisfa survey for administrative assistants who receive training.

What were the results?
1. Implementation date for Helio (July 2016) and PAR (July 2017)

2. Complete the Middle States Monitoring Report: Continued warning for standard 7, success passed standard 12

3. Conduct and/or facilitate assessment training (22 participants for Baseline training, 51 participants in CampusLabs training

4. Create and facilitate training for departments to use a faculty workload calculator.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Focus will remain on analytics projects. Staff time was reallocated to both projects which del some ad hoc internal data requests.

How was this plan and results conveyed to your Division/Department?
Bi-weekly staff meetings.

Department project updates shared at Provost Advisory Council.

Evidence, artifacts, and or back up documentation

- HELIO
  - HELIO/FSU presentation
- Middle States
  - Monitoring Report Due March 1
- PAR
  - FSU PAR Reveal
- Training
  - Campus Labs Training Articulating and Measuring Success
  - Compliance Assist Training

2016 Auxiliary Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: Auxiliary
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Deliver quality products and services that are competitively priced.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Increase customer satisfaction @ Appalachian Station.
- AP2- Provide academic supplies at a lower cost to students in the University Bookstore.

What are the Measures/Metrics used to assess effectiveness?

- AP1- Excessive wait time in the check-out line at Appalachian Station caused customer dissatisfaction. The bottle neck caused confusion and customer dissatisfaction at each sta as well at the checkout.
- AP2- Reduce overall cost to students.

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

- AP1- The meal equivalency start time was moved up to correspond to class scheduled tin This allowed customers to get in the Station sooner and reduced the back log. Customer surveys will be done to see if customer satisfaction increases.
- AP2- Lower sale prices on items for resale in the Bookstore. By switching vendors to one lower costs on items for resale, it allowed the savings to be passed to the customer. Look sales reports to see if sales increase.

What were the results?

- AP1- Complaints about wait time has dramatically declined. Guest satisfaction is at a 3 ye high. Increasing 21.5% from 2.83 in Fall 2015 to 3.44 Spring 2017. Speed of service incr 14% to an all-time high of 3.11. (Fall 2016 2.73)
- AP2- The average cost per unit was reduced by 5%. Sales also increased.

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

- AP1- Employees were shifted to staff the registers earlier than past practice.
- AP2- Reallocation were not necessary due to cost reductions. Savings were passed on to customer.

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

- AP1- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.
- AP2- These goals, metrics and results are shared in staff meetings with the Associate VP Finance.

Evidence, artifacts, and or back up documentation

- AP1
  - FSU Guest Satisfaction Surveys Spring 2017-App Station
- AP2
  - Action Priority Update-Bookstore
  - Sales Report Fall Rush 2014
  - Sales Report Fall Rush 2015

2016 Finance Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]

Providing Department: Finance
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Emphasize customer service.
2. Provide excellent stewardship of financial resources.
3. Promote accountability, efficiency and transparency of financial management.

Specify your Division/Department Actions Priorities/Plans.

- AP1- Decrease the University's turnover rate for salary and benefited positions so that th turnover rate falls within the State guidelines of 2% - 4%. (Unit Goal 2 & 3)
- AP2- Increase state facility renewal expenditures to incrementally reach the Board of Reg 2% building replacement value goal. (Unit Goal 2 &3)

What are the Measures/Metrics used to assess effectiveness?

- AP1- Lower turnover rate by 1% from FY2016 working budget to FY2017 working budget
- AP2- Increase facility renewal expenses to .8% of replacement cost in FY2016. (The BOF is 2%)

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

- AP1 -Results were assessed by comparing the working budget turnover rates for fiscal ye 2016 and 2017.
- AP2 -Results were assessed by comparing the final expenditures in object 14 - Land & Structure and comparing the fiscal years to see if the goals were met.

What were the results?

- AP1- Turnover was reduced from 7.89% in FY2016 working budget to 5.95% in FY2017 working budget. The University was able to reach the goal by an additional .94 %.
- AP2 - The percent of facility renewal for FY2015 was .5%. FY2016 expenses increased tc 1.2%.

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

- AP1- For FY 2018 the University was not able to continue with the reduction in the turnov rate. The rate actually increased to 8.17% to balance the budget. Enrollment and budge reductions played a factor in this decision.
- AP2 - The results were positive. We were able to meet the goal of .8 and surpassed it to 1.2% of facility renewal for FY2016. The goal for FY2017 was to increase to 1.4% and ag the goal was attained. Resources were reallocated to meet this goal and a high level of p was placed on the facility renewal of the campus.

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

- AP1- Turnover is discussed in the A&F staff meetings as an overview of the budget discussions. Turnover rate has also been discussed in the Budget presentations hosted o campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

- AP2 - The facility renewal goal is discussed in the A&F staff meetings as an overview of th budget discussions. Facility renewal has also been discussed in the Budget presentations hosted on campus (Leadership Series, IPR, Executive Meetings, Faculty and Staff Senate Meetings)

Evidence, artifacts, and or back up documentation

- AP1
  - Object 01 summary for WB book fY2016
  - Object 01 summary for WB book fY2017
  - Object 01 summary for WB book fY2018
- AP2

2016 Graduate Services Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Office of Graduate Services
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase)

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Specify your Division/Department Actions Priorities/Plans.
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase

a. Setting enrollment targets

b. Develop a "Grow Your Own" recruitment strategy

c. Increase digital marketing efforts

d. Increase number of Graduate Fairs attended for outside recruitment

e. Host recruitment webinars for the MBA, Ed.D. and MBA program

f. Participate in the website redesign

g. Develop and implement new online "user friendley" application for admission

h. Continue international recruitment efforts

2. Graduate Program Offerings:

Support the development of new graduate program offerings and delivery methods to meet th regional and state-wide work force needs.

a. Support new program development

b. Coordinate the redesign of the M.Ed. Interdisciplinary program

c. Support the development and implementation of the MBA program 7 week model

3. Efficiency and Effectiveness of OGS:

Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews and various processes within the OGS.

a. Develop and implement exit survey

b. Coordinate the redesign of the online education survey

c. Participate in the implementation and develop of Helio/Lynx dashboard for graduate educati

4. Advocacy for Graduate Assistants: Continue to work with Graduate Council and Colleges evaluate and improve the Graduate Assistantship program

a. Coordinate the transition of the reallocation of GA positions across campus

b. Coordinate the meet and confer meetings for GAs with administration

c. Develop and implement a GA satisfaction survey

5. Advocacy for Academic Quality

a. Participate in the USM Assessment Initiative

b. Participate in GLAAG

c. Collect and provide data to programs for the use of program improvement.

What are the Measures/Metrics used to assess effectiveness?
1. Enrollment: To sustain enrollment in the current graduate programs and grow graduate enrollment via new programs and delivery methods over the next five years. Goal: 2021 (830 5% increase) **Measure: Enrollment Data, Application Data, Retention Data**

2. Graduate Program Offerings: Support the development of new graduate program offerin delivery methods to meet the regional and state-wide work force needs.

Measures: Number of new graduate programs, certificates, or new delivery formats

3. Efficiency and Effectiveness of Support Services offered by OGS: Assure efficient and effective operations of graduate admissions processing, record-keeping, graduation reviews an various processes within the OGS.

Measures: **Student Satisfaction Data, Recruitment and Enrollment Funnel Data, Reter Data**

4. Advocacy Graduate Assistants: Continue to work with Graduate Council and Colleges to evaluate and improve the Graduate Assistantship program

Measures: Graduate Assistant Satisfaction Survey Data, Meet and Confer report

5. Advocacy for Academic Quality – Continue to work with Programs to promote academic quality.

Measures: Student Survey Data and 6 year Graduate Rates

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

What were the results?
1. Enrollment

Enrollment trends show an increase in headcount and FTE from fall 2015 to fall 2016 an overall increase in enrollment over the past three years. This is primarily due to tl large influx of international students in the MS Computer Science program, and new programs such as the MSN and Ed.D. which began in 2012 as well as a growing enrollment in the M.Ed. School Counseling program as a result of offering the progra the USMH campus beginning in 2015. All other programs have remained stable with exception of the MS Rec and Park program which is showing significant decline and t MBA program which is also showing significant decline. However, Spring enrollment showing warning signs of more significant enrollment decreases (8% decline) prima due to the exit of large groups of MS Computer Science international students over tl past three semesters with a significant slowing of new applications and enrollments students from India as a result of changes in the issuance of visas for students to stu

the US. This overall enrollment decrease is also showing continued trends of MBA enrollment declines (10% decline from 2015 to 2016 and 13% decline from 2016 to (See supporting documents for enrollment data trends details).

Action Priorities	Status/Outcome	Supporting Documents	Next Steps/Improvements
Setting Enrollment Targets	Completed and shared with Program Coordinators	Enrollment Target Document	Assessment of Fall 2017 Enrollment data and targets with IR and Program Coordinators for development of 2018-2019 targets and strategies for improved enrollment.
Marketing	Grow Your Own On Campus Information Sessions Completed. 30 Attendees with 8 enrollments.	Sample Announcement of Information Sessions	The outcome of the information sessions were overall successful with more than 30 attendees and 8 enrollments. These sessions will be scheduled again for early fall and spring as a regular recruitment strategy for MAT, School Counseling, and MBA.
Website redesign	Completed	See Website	Ongoing Updates and Improvements. There is a need to develop an assessment of the new revised website moving forward. Assessment of website click data will be the next step in assessment the effectiveness of the website in the recruitment process.
Increased Graduate Fair Recrutiment Events	Increased participation in the number of Graduate fairs adding 5 additional fairs. Prospects remained low in number and 9 applications and enrollments resulted.		Redirect staff and budget to digital recruitment intitiatives such as webinars which show better results and more effective use of staff time.
Webinars	Developed and held 20 webinars for MAT , Ed.D. and MBA programs. 97 registrants and 47 attendees.	Sample Registration report	Assessment of data for conversion to application and enrollment is needed. This will be completed in the next few weeks. However, the overall registration and attendance data indicate that this strategy is worthwhile.
International	Developed and	New	Revise agreement and

Student Initiatives	implemented First Summer Media Camp and negotiated renewal agreement and recruitment plan for 4+1 Computer Science Program with CUC of China.	Curriculum Plan	obtain leadership signatures and begin recruitment for students in Fall 2017.
Support New Program Development and Program Redesign	See Goal 2 Report		

2. Graduate Program Offerings

As a result of the participation in various initiatives, one program (MBA) has changed delivery models transitioning from a 15 week semester to a two 7 week sessions wit the semester, an additional program (M.Ed. Interdisciplinary) has completed the firs phase of a curriculum redesign to offer expanded opportunities in Higher Education Administration and Sports Management, a new program (MSN Nurse Practitioner Program) is scheduled to begin Fall 2018, and a new Physician Assistant program ha moved past phase I developed gaining FSU leadership support and is targeted for a s date in summer of 2019 pending further development and internal and external governance approval.

Action Priority	#	Program Title	Start Date	Status/Outcomes	Supporting Documents	Next Steps/Improv
Support New Program Development	2	Master of Science in Nursing	Fall 2018	Internal Governance completed, External MHEC Approval pending	Proposal, Email MHEC	Development Catalog Pages Marketing anc Admission Prc to prepare for 2017/18 acad year recruitm for fall 2018 c
		MS Physician Assistant Studies	Summer 2019	Phase I completed, University of Maryland, Baltimore MOU signed, Accreditation Visit Scheduled October 2018, Program Director Hired, Budget Developed.	MOU, PAEA Letter of Accreditation Visit, Program Director Job Description, Budget Projections	Continue with Program Development. goal to next y
Support Redesign of Interdisciplinary Program	1	M.Ed. Interdisciplinary	Fall 2018	Phase I completed - Leadership Approval for Redesign, Objectives revised, Courses Identified, 3 courses scheduled Fall 2017,	Minutes, Purpose and Objectives review, Enrollment Data, Powerpoint/Market Data,	Continue with Phase II. Mov to next year.
New Delivery Model for MBA program	1	MBA - 7 week model	Fall 2017	Completed- Implemented for Fall 2017 - MBA Student Survey Completed (7 week interest survey), Internal Stakeholder Meetings Complete, Academic Calendar Revised to Accommodate 7 week sessions, Announcement to Students and Course Schedule.	Survey Data, Stakeholder Meeting Summary Issues/Concerns, 7 Week Implementation Announcement and Course Schedule, Academic Calendar	Assessment o and spring 2017/128 enrollment da and develop a student satisf survey to ass students satisfaction w the new mode New Goal nex

3. Efficiency and Effectiveness of Support Services in OGS

OGS participated three initiatives over the past year for the purpose of improving efficiency an effectiveness. This work resulted in collection of data which will be used in the future for the

purposes of program improvement. One was the redesign of the universities exit survey to be address graduate students and the second was the redesign of the online education survey wh will also provide insight into student satisfaction with online education. Given that many of our graduate programs are either offered online entirely or offer several blended or online courses, survey will provide useful data which can be shared with both the DEAG (Distance Education Advisory Group), and individual programs for the purpose of improvement of online education.

Exit Survey: Office of Graduate Services worked with IR department to redesign the graduati survey to assure that exit data which is being collected provides for appropriate data collection inform improvement in graduate programs. Prior to this, the same exit survey was being used Graduate and Undergraduate students. Data was not shared with the Office of Graduate Servic did the survey design allow for graduate level specific data collection. The new survey now is tailored to both undergraduate and graduate and access to the data has been provided to the of Graduate Services. The plan is to share this data with Program Coordinators and Deans this to develop a follow up plan to address any areas for improvement. (See supporting document survey data)

Online Survey: The OGS, through leadership of the Distance Education Advisory Group, has b able to lead the redesign of the online education survey which was piloted this summer. This s specifically addresses online education, however, this data will also be used and shared with Program Coordinators and Deans to address areas of improvement. The pilot data will be avai at the end of the semester and will be shared with DEAG before distribution to the Program Coordinators and Deans. (See supporting documents for preliminary online survey data)

Helio/Lynx: The goals was to use the Helio/Lynx project to improve in the collection and use enrollment funnel data. Progress on this initiative at the graduate level has been slow at the graduate level. Therefore, funnel data and retention data is still being shared using PAWs syst data through manual extraction.

However, more recently attention to development of graduate dashboards has been reinitiated the undergraduate dashboard completion has taken place.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Development of Exit Survey	Survey Completed and Implemented Spring 2017 Graduation.	Survey Results	Analysis of data to be completed in fall and shared with stakeholders. Data will be shared with Graduate Council, Program Coordinators and Deans for discussion of next steps for development of improvement plan in each program as appropriate.
Online Education Survey Redesign	Survey Redesign Completed in Spring 2016. Implemented Summer 2017 as pilot. Data collection is in progress until the end of the summer	Survey, DEAG Meeting Minutes	Pilot data collection is in progress and will be compiled, analyzed and shared with DEAG for survey design finalization in fall. Data will also be used to develop recommendations to the Provost for Improvement of Online Education as well as Deans and Program Coordinator/Chairs. Continue Goal to next year.
Helio/Lynx Data Collection and Analysis	In Progress, Draft Dashboard developed	See Baseline dashboard.	Continue progress on development of graduate enrollment dashboards. Move goal to next year.

4. Advocacy for Graduate Assistants

The university redesigned the Graduate Assistantship allocation process which result an enrollment formula allocation and redistribution of GA positions within the univer The Office of Graduate Services has supported and coordinated this transition. This support required meetings with the Deans to work out transition of positions from th COE to the COB to assure that students were not negatively impacted by this transiti New policies were developed and implemented and the fall awards are now complete

The Spring meet and confer meeting was held and a summary of issues to address ha been developed with recommendations on actions which will be shared with the Grad Council the first meeting of the semester (fall 2017)

We have not yet developed the Graduate Assistant Satisfaction Survey. No progress this task.

Task	Status/Outcome	Documents	Next Steps/Improvements
Graduate Assistantship Reallocation Implementation	All position transfers were complete and all students were placed in GA positions without negative impact. Reallocation is complete and will begin fall 2017	Guidelines for implementation	Completed. Allocations will be revisted in two years.
Meet and Confer	Meeting was completed and summary of issues and concerns will be presented to Graduate Council with recommendations at the first meeting in fall 2018	Summary of Meet and Confer Meeting Document	Present issues for discussion and plan development to Graduate Council in Fall 2018
GA Satisfaction Survey	Not completed		

5. Advocacy for Academic Quality

The Director of Graduate Services participated in the University of Maryland Assessm Convening Planning and assisted in the coordination of getting representation from t FSU campus to participate in the convening. The Provost office is now leading Assessment initiatives at both the undergraduate and graduate level. Graduate learn assessment initiative is being coordinated by the Provost office through GLAAG whic not meet throughout the year.

In an effort to advocate for quality and improvement, two surveys were redesigned a implemented last year. The Graduate Exit Survey was redesigned and implement in Prior to this the survey was coordinated by IR and was primarily gathering undergra data. However, the IR director reached out to include Graduate Education to provide opportunity to collect exit data more appropriate for graduate education. This surve redesigned and implemented in May. Data has been collected and will be analyzed a shared with Program Coordinators and Deans in the fall. Additionally, through DEAG has spearheaded the redesign of the online education survey to provide data which c used for improvement both at the institutional level and department level related to online education quality. This survey redesign is being piloted this summer and data be analyzed and shared in fall 2017.

Task	Status/Outcome	Supporting Documents	Next Steps/Improvements
Participate in USM Assessment Convening	Completed. OGS along with the Provost office participated in the USM Assessment Convening and Planning and coordinated a group of FSU representative to attend the convening.	Convening Announcement	This initiative is now being led by the Provost office , therefore next steps will be determined by the Provost.
Participate in GLAAG Committee	This committee did not meet.		
Review and Revise Graduate Policy and Practices across campus to assure quality and adherence to university and USM policies and guidelines.	Graduate catalog is a 2017/18 task.		
Provide data to programs related to quality in graduate programs and support services	Completed revision of Graduation Survey and implemented in Spring and Online Education Survey implemented in Summer 2017.	See survey documents	Data will be analyzed and shared with Program Coordinators and Deans as well as ancillary services this fall and an improvement plan will be developed where appropriate.

How have the results impacted operations (if at all) including 1) What is the focus fo upcoming year's plan; and 2) Were resources allocated or redistributed based upon t results?

Results of this assessment has impacted operations in OGS several ways including:

a. We have changed operations in our office to accommodate the new MBA delivery model. Thi the first program offered in this fashion to meet student demand.

b. The OGS has become more involved in the development, implementation and eventually coordination of the use of student survey data (exit data and online education)

c. We are implementing new technologies to track enrollment and improve enrollment processe Funds were allocated for both a new online application and a Helio/Lynx (not in Graduate Servi but within the university)

d. This plan is providing a framework for better collaboration with programs to address enrollm issues (MBA 7 week model and Redesign of M.Ed. Interdisciplinary are good examples of this improvement)

e. Increased programs in health sciences. Resources have been allocated for both the NP and program.

f. Changes in recruitment strategies are being made as a result

Focus for upcoming year:

a. Assessment of 7 week MBA model on student satisfaction

b. Implementation of student surveys and development of a plan for working with programs to the data for improvement.

c. Use of Enrollment data in helio for development of enrollment management plan and progra improvement.

d. Implementation of the new online application

e. Continued work on program development for Health Sciences and M.Ed. Interdisciplinary

How was this plan and results conveyed to your Division/Department?
The plan for Graduate Services was developed with staff input and shared with the Provost for approval. Results have been or will be shared with EMC, Graduate Council, Program Coordinato and Deans as well as appropriate ancillary services.

New survey data will be shared this fall.

Evidence, artifacts, and or back up documentation

- Goal 1: Enrollment
  - Copy of enroll_goals_AIR_10272016
  - Enrollment and Graduation Rates Fall to Fall Trends
- Goal 2: Graduate Program Offerings
  - BUDGET PROJECTIONS FINAL 6-23-17
  - M.Ed. Program Outcomes and Focus Area Outcomes
  - Meeting Summary 1-19-2007
  - Physician Assistant Program Development Timeline
  - Physician Assistant Program Development Update - 6-23-17
- Goal 3: Efficiency and Effectiveness
  - 2017-Summer-Online-Education-Survey
  - Frostburg-State-University-Experience-Spring-2017
- Goal 4: Advocacy for Graduate Assistants
  - Spring 2017 Graduate Assistant Meet and Confer Meeting Summary
- Goal 5: Advocacy for Academic Quality

2016 University Police Annual Report

Start: 1/1/2016
End: 12/31/2016
Progress: [You do not have access to view this field.]
Providing Department: University Police
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Emphasize provision of professional law enforcement services to the campus community.

2. Build community relations by providing professional ancillary services to the campus community.

Specify your Division/Department Actions Priorities/Plans.
- AP 1 - Procure, develop policy, and deploy body worn cameras (BWC') for the patrol force (Unit Goal #1)
- AP 2 - Provide Live Scan fingerprinting services to the campus community. (Unit Goal #2

What are the Measures/Metrics used to assess effectiveness?
AP 1 - Deploy BWCs to every on-duty police officer at FSUPD. BWCs provide additional evide officer involved cases and demonstrate transparency of the department.

AP 2 - The number of individuals fingerprinted ad the ration of FSU students printed to other members of the community demonstrates that this initiative is meeting a need.

The process of assessment per Action Plan: How were the results assessed?
AP 1 - We successfully procured the BWC's developed an internal policy and deployed the

equipment. The initial response in the campus community has been positive and supportive the program.

AP 2 - From the initiatives implementation on 9/24/15 through the end of CY 16 a total of 9 individuals were fingerprinted. Approximately 90% of those individuals are FSU students.

What were the results?
AP 1 - Since the deployment of the BWC there has been one citizen concern regarding an of conduct. in that case a review of the contents of the captured BWC video resolved the issue Following implementation of the BWC program newspaper articles were published in the loca university newspapers.

AP 2 - FSUPD partnered with the College of Education which provided funding for the civilian Scan equipment. FSUPD personnel sign up for overtime to staff the fingerprinting efforts. T personnel costs are offset by the administrative fee charged for the service. Students now a able to have their required prints taken on site for the several programs which require them

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
AP 1 - The majority of the BWCs were procured through a grant obtained through the Frostb Community Coalition. Additional BWCs and associated hardware and software were supporte financially by allocating additional FSU funds. The Administrative Lt., assisted by a Sergeant been assigned to oversee the continuing program. Shortly following deployment of the BWCs legislation was passed which required an increase in the amount of storage required o program. As a result an additional hard drive was procured.

AP 2 - Demand for the service of civilian fingerprinting continues. FSUPD offers the service appointment on every Wednesday during normal business hours. Trained employess sign up fingerprint those with an appointment. This program will continue into the future.

How was this plan and results conveyed to your Division/Department?
FSUPD personnel attend a full department staff meeting twice yearly and supervisory staff meetings an additional two times annually. During these staff meetings input is sought on b up goals to be pursued and command staff vet ideas through the patrol force to assess viabi and buy in.

The status of programs and initiatives are relayed through these meetings, more importantl we are a small unit and a 24/7/365 operation, command, supervision and line staff routinely discuss ongoing goals and other operational issues.

Evidence, artifacts, and or back up documentation

AP 1

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2016-17 Philosophy Action Priority Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Philosophy
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Philosophy Department Strategic Goals (2016-2020)

Over the next five years, the Philosophy Department aims:

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

Specify your Division/Department Actions Priorities/Plans.

Philosophy Department Action Priorities (2016-17)

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

1. **Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS…)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

2. **Develop and pass through governance a revised philosophy major curriculum**

   Supporting

   - PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and e education)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

3. **Establish a scholarship for philosophy students**

   Supporting

   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

4. **Create and distribute a newsletter to graduates and friends of the philosophy program**

   Supporting

   - PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities**)**
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mission and goals)

5. **Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roc upgrade for Dunkle 205**

   Supporting

   - PHIL Strategic Goal #2 (Improve the learning experience for students and the teachin experience for faculty…)
   - PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy majors)
   - PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's

mission and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

6. **Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

7. **Organize intellectually and socially engaging co-curricular and extra-curricular programs**

   Supporting

   - PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communities)
   - CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
   - CLAS Strategic Goal #5 (Serve as a collaborative partner…)

What are the Measures/Metrics used to assess effectiveness?
See Results below

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

What were the results?

Philosophy Department Report on Action Priority Outcomes (2016-17)

Submitted: July 19, 2017

<u>Philosophy Department Strategic Goals (2016-2020)</u>

Over the next five years, the Philosophy Department aims:

1. **To be recognized as a center of excellence for critical thinking and ethics educat**
2. **To improve the learning experience for students, and the teaching experience fo**

faculty, in all philosophy classes

3. **To increase the number of students taught at the introductory-level, and to recr retain, and graduate more undergraduate philosophy majors**
4. **To reestablish and strengthen connections with graduates of the philosophy pro**
5. **To build relations at the college, university, local, and regional levels that enhar the quality of life for our communities**
6. **To increase opportunities for faculty and staff professional development**
7. **To obtain the staffing, fiscal, facility, and technological resources necessary to support the Department's mission and goals**

Philosophy Department Action Priorities (2016-17)

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

1. Establish a student learning assessment program vis-à-vis critical thinking for F General Education Program

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking anc ethics education)
- CLAS Strategic Goal #6 (Promote and support a culture of assessment within CLAS..
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department successfully established a student learning assessment program à-vis critical thinking for FSU's General Education Program. This initiative involved the follow actions:

- Convening a multi-disciplinary (Philosophy and Psychology) team to operationalize tl notion of critical thinking and to create a rubric instrument (see supporting material)
- Holding multiple calibration ("norming") sessions;
- Collecting, assessing, and analyzing approximately 80 samples of student work each semester;
- Developing corrective actions for refining the assessment process;
- Formulating instructional and curricular recommendations in light of assessment res ("closed the loop");
- Assisting in writing the final report on the university's assessment related activities.

This initiative involved extensive collaboration with representatives from the Psychology Department, Provost's Office, the Office of Assessment and Institutional Research, and the General Education Taskforce. The department received very strong positive feedback from th Provost's Office and Office of Assessment and Institutional Research (see supporting materia

2. Develop and pass through governance a revised philosophy major curriculum

Supporting

- PHIL Strategic Goal #1 (Be recognized a center of excellence for critical thinking and ethi education)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Completed

The Philosophy Department developed and passed through governance significant curricular changes that will go in effect in fall 2017 (see supporting material). Changes included:

1. Change of Existing Program Requirements
    1. Philosophy Major
    2. Philosophy Minor
2. New Courses
    1. PHIL 100 Critical Thinking
    2. PHIL 310 Classics of Western Philosophy
    3. PHIL 498 Practicum in Philosophy
3. Number Changes for Existing Courses
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
4. Change of Catalog Descriptions
    1. PHIL 201 Ethics à PHIL 301 Ethics
    2. PHIL 205 Logic à PHIL 300 Logic
    3. PHIL 492 Internship Project in Philosophy
5. Delete Courses
    1. PHIL 202 History of Philosophy: Ancient and Medieval
    2. PHIL 203 History of Modern Philosophy

These curricular changes were the outcome of a yearlong discussion and had the unanimous support of the Philosophy Department's faculty. They were informed by: 1) the self-study conducted in conjunction with the philosophy program's regularly scheduled academic progr review (2015), 2) the philosophy program's ongoing assessment of student learning, and 3) review of philosophy program requirements at numerous peer institutions. This revised curri is wholly consistent with the American Philosophical Association's *Statement on the Philosop Major*, which serves as the program's primary external benchmark.

3. Establish a scholarship for philosophy students

Supporting

- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)

Status: Completed

Working with the FSU Foundation, the Philosophy Department established the Philosophy Stu Scholarship (FSU Foundation fund #79392, see supporting material). Jason Andrick (Univers Advancement) attended two department meetings (one in the fall and one in the spring), an one-on-one with the department chair multiple times throughout the year. The Department anticipates awarding the first student scholarship in spring 2018.

4. Create and distribute a newsletter to graduates and friends of the philosophy program

Supporting

- PHIL Strategic Goal #4 (Reestablish and strengthen connections with graduates of the philosophy program)
- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals)

Status:On Schedule

The newsletter is currently (summer 2017) in production. It will be completed by August 1, and will be distributed shortly thereafter. For this initiative, the department is working closel the Office of Publications, University Advancement, and the Alumni Association.

5. Request new classroom furniture for Dunkle 204 and 205, and seek a Smart Roo upgrade for Dunkle 205

Supporting

- PHIL Strategic Goal #2 (Improve the learning experience for students and the teaching experience for faculty…)
- PHIL Strategic Goal #3 (Recruit, retain, and graduate more undergraduate philosophy ma
- PHIL Strategic Goal #7 **(**Obtain the…resources necessary to support the Department's mi and goals
- CLAS Strategic Goal #2 (Enhance student recruitment and retention efforts)
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)

Status: Ongoing

The Philosophy Department has submitted new furniture requests for Dunkle 204 and 205 multiple times. As yet, these requests remain unfulfilled. The department submitted a Tech I request for a Smart Room upgrade for Dunkle 205. That request was prioritized by the CLAS Dean, but it was not ultimately fulfilled.

As indicated in previous annual reports, and the Philosophy Programs Academic Review (201 inadequate and dilapidated facilities, furnishings, and technological resources are a major ob to the success of the philosophy program. These shortcomings inhibit instructional effectiver and lower faculty and staff morale. Moreover, substandard facilities, furnishings, and technol resources lead to negative student perceptions of the philosophy program.

Note: In late-spring, University Facilities began a series of desperately needed renovations t Dunkle Hall that will mitigate some of the most significant deficiencies in the building, but furnishings and technology resources are still significantly lacking.

6. Work in conjunction with the CLAS Dean's Office, and the History and English & Foreign Languages Departments to create an active Humanities Center

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Ongoing

Kathy Cosner, Administrative Assistant for the Philosophy and History Departments, worked throughout the year to outfit the Humanities Center (Dunkle 132-A) to make it functional. S acquired furniture for the room, arranged to have the room painted, and had a white-board installed (see supporting material). The room was utilized for multiple functions, throughout year including department meetings, seminars, Reacting-to-the-Past Team meetings, and so events.

Going forward, the Philosophy and History Departments will work together to develop programming and initiatives to raise the profile of humanities programs at FSU.

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

Supporting

- PHIL Strategic Goal #6 (Build relations…that enhance the quality of life for our communit
- CLAS Strategic Goal #3 (Promote and support activities of educational distinction)
- CLAS Strategic Goal #5 (Serve as a collaborative partner…)

Status: Completed

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

- Fall Philosophical Forum on Existentialism featuring Dr. David Cerbone, Professor of Philos at West Virginia University. (October 25, 2016) Over 100 members of the campus and loc communities attended. See supporting material.
- A public screening of the documentary *Do Not Resist* addressing the militarization Americ police forces. (November 9, 2016) For this event, the Philosophy Department collaborate FSU's Law & Society Program and the Allegany County MD NAACP Chapter. See supportin material.
- Philosophy student Michael Bartholomewpresented a paper at West Virginia University's National Undergraduate Philosophy Conference. (April 1, 2017)
- Spring Philosophical Forum on Healthcare Advance Directives featuring Dr. Eric Vogelstein Assistant Professor at Duquesne University. (April 18, 2017) Over 100 members of the ca and local communities attended, including members of the Ethics Committee for the Wes Maryland Health System. For this event, the Philosophy Department collaborated with FS Health Science and Nursing programs. See supporting material.
- Co-sponsored and participated in a round-table discussion on Alternative Facts, Fake New Bias Bubbles. (April 24, 2017) For this event, the Philosophy Department collaborated wit faculty from the Lewis J. Ort Library and the departments of Communication, Computer Science, English, Geography, and Political Science.
- Members of FSU's Philosophical Society traveled to Washington, D.C. to attend the 2017 Jefferson Lecture in the Humanities delivered by Dr. Martha Nussbaum, the Ernst Freund Distinguished Service Professor of Law and Ethics at the University of Chicago. (May 1, 2 See supporting material.
- Two philosophy students—Michael Bartholomew and Andrew Beachy—presented papers a CLAS Undergraduate Research Symposium. (May 5, 2017)Students in the Philosophy Cap Seminar taught by Dr. Brassfield held a public symposium on the Philosophy of Emotion. 24, 2017)

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

How was this plan and results conveyed to your Division/Department?
The Philosophy Department's Strategic Goals and Action Priorities were formulated through collaborative process and represent the consensus of department members.

At every monthly departmental meeting throughout the academic year, department member reviewed the strategic plan and assessed progress made in completing the Action Priorities.

The department chair drafted and circulated the Annual Report, soliciting input from departn members. The final draft was distributed to department members.

Evidence, artifacts, and or back up documentation

- 2016-17 PHIL Annual Report Supporting Material
  - Action Priority 1
    - Critical-Thinking-and-Reasoning-Learning-Objective-Rubric
  - Action Priority 2
    - 2017 PHIL 1 Proposal
  - Action Priority 3
    - 79392_Philosophy Department Scholarship DRAFT_12-2016
  - Action Priority 6
    - Humanities Center
  - Action Priority 7
    - Cerbone Forum Poster
    - Do Not Resist Poster
    - Spring 2017 PHIL Forum

2016-2017 College of Education Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Education
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

- Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
- Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
- Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
- Implement strategic space utilization plan to better serve component programs of the Co (Aligns with University Strategic Plan Goal #2)
- Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4)
- Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

- ***Student Recruitment and Retention Efforts*** - The COE Dean requested each department develop a plar to recruit and retain candidates.
- ***Analyzing Existing Programs*** - The COE Dean met with department chairs on a regular basis to discuss accreditation progress and program improvements.
- ***Promote Activities of Educational Distinction*** - The COE Dean provided funds to support distinguished

initiatives.

- ***Recruit and Retain Diverse and Talented Faculty and Staff*** - The COE Dean approved search commit and efforts to recruit new faculty positions that promoted diversity and professional distinction.
- ***Expand and Develop Educational Initiatives for Western Maryland, the Region and State*** - The C Dean requested Departments provide information on ways to support new educational initiatives.

What are the Measures/Metrics used to assess effectiveness?

- ***Recruitment and Retention of students*** - Metric & Measure: Enrollment numbers and Coordinators' progress information.
- ***Programs*** - Measure and Metric: Outcomes of accreditation reviews; Program enrollment.
- ***Educational Distinction*** - Measure: Report on use of funds in projects.
- ***Recruitment and Retention of diverse faculty*** - Measure: Success of open searches in relation to obtaining diver candidates.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction.

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

- ***Recruitment and Retention of students*** - Coordinators have been monitoring enrollment numbers and working program materials (handbooks with policies and procedures) for retention.
- ***Programs*** - Measure and Metric: Program Coordinators have completed accreditation reports for individual prog Education Professions completed institutional report with documentation for the NCATE visit. The NCATE accreditation process included a new assessment system.
- ***Educational Distinction*** - Measure: Yearly Evaluations include Coordinator's identification of educational distin efforts. Grant reporting provides a measure of educational distinction within the COE.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: Department report on educational initiatives of distinction through t strategic plan outcomes.

What were the results?

- ***Recruitment and Retention of students*** - Metric & Measure: Fall 2017 data has not been released, which will pr an update on this past year's efforts to increase enrollment.
- ***Programs*** - Measure and Metric: All accreditation visits in 2016-2017 were successful. Initial reports on the NC visit was successful with the final report due in October 2017. Exercise Sports Science secured initial accreditati through CoAES a division of CAAHEP.
- ***Educational Distinction*** - Measure: FSU entered into a collaborative grant with Coppin State University to prov urban and rural experiences and expand cultural competency through the development of micro-credentials. Tw modules will be implemented in the fall of 2017.
- ***Recruitment and Retention of diverse faculty*** - Measure: Ongoing efforts.
- ***Expand and Develop Initiatives*** - Measure: See departmental strategic plans.

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

The focus for the upcoming year's plan will be to increase enrollment, search for diverse faculty and staff when new posit approved, develop a method for reviewing program outcomes at the College level, and continue to expand on diverse exp learning.

The COE will be distributing rack cards to all department programs that will serve as a template for all programs in th college to develop their own recruitment materials. Websites will be monitored and updated.

Educational Professions will be hosting an event in Baltimore to attract high school seniors into FSU's education progr

The College of Education Curriculum Committee will assume the role of reviewing programs and departmental initiati the fall of 2017.

The Coppin/FSU partnership will continue into a new phase of cultural competence modules with clinical rounds and rotations over the next year.

Kinesiology will continue their recreation grant, which is funded by Appalachian Regional Commission and Maryland I Areas Program

Funds will be allocated for recruitment efforts both at the College level and through department funds.

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

Information on the outcomes of 2016-2017 will be conveyed during the August 2017 College Education retreat. The College of Education Curriculum Committee will begin work on the 20 2018 goals and priorities during a mid-August 2017 meeting and will present the plans at th August 2017 retreat for college faculty members' feedback

Evidence, artifacts, and or back up documentation

No items to display.

2016-2017 Department of Kinesiology and Recreation Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Kinesiology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

Goal #1 Enhance student recruitment and retention efforts. (Aligns with University Strategic Goal #3)

Goal #2 Analyze existing programs and develop new programs to respond to emerging need to workforce shortage areas. (Aligns with University Strategic Plan Goal #1)

Goal #3 Promote and support activities of educational distinction. (Aligns with University Str Plan #1 and #5.)

Goal # 4 Implement strategic space utilization plan to better serve component programs of College.

Goal #5 Recruit and retain diverse and talented faculty and staff. (Aligns with University Stra
Goal #4)

Goal 6: Expand and develop collaborative educational initiatives which strengthen the cultur
social, and economic development in Western Maryland, the region, and the state. (Aligns w
University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.
Goal #1 Priorities and Action Items

1.1 Develop a committee to create a framework for continuous monitoring and improvement
recruitment and retention efforts across all department programs.

1.1.1 Analyze current enrollment status for each program.

1.1.2 Identify strategies for recruitment and retention of quality students.

1.1.3 Implement the strategies

1.1.4 Evaluate success of strategies implemented

1.1.5 Establish new targets and strategies based on results.

1.2 Develop department and program policies and procedures to guide and inform students
promote and improve academic success.

1.2.1 Review existing Student Handbooks, focusing on policies and procedures that enhance
student success.

1.2.2. Develop or update Student Handbooks for each program to meet that program's miss
and vision.

1.2.3 Establish collegial support to develop consistent policies and procedures across progra
where possible.

Goal #2 Priorities and Action Items

2.1 Analyze the implementation of new and revised programs.

2.1.1 Encourage all programs to seek/maintain professional accreditation where available.

2.1.2 Utilize advisory committee and/or program review procedures to ensure programmatic
quality.

2.1.3 Encourage all programs to seek input from recent graduates and their employers in or
address market needs.

Goal #3 Priorities and Action Items

3.1 Expand experiential learning opportunities across all department programs.

3.1.1 Identify and seek funding to support experiential learning opportunities.

3.1.2 Monitor experiential learning activities to ensure effectiveness.

Goal #4 Priorities and Action Items

4.1 Analyze current space needs of programs.

4.1.1 Collaborate with the Department of Athletics to ensure appropriate implementation of strategic space utilization plan.

Goal #5 Priorities and Action Items

5.1 Determine a process to attract and maintain diverse and talented faculty and staff.

5.1.1 Engage current students in the hiring process and assessment of candidates' teaching effectiveness.

5.1.2 Highlight diversity of student body when advertising for open faculty and staff position

Goal #6 Priorities and Action Items

6.1 Develop collaborative relationships with regional stakeholders.

6.1.1 Strengthen relationships with regional community colleges to encourage educational initiatives and support transitions for students.

6.1.2 Strengthen relationships with current experiential learning sites.

6.1.3 Increase the number and diversity of experiential learning sites.

6.1.4 Identify and seek funding opportunities to support collaborative efforts in the region.

What are the Measures/Metrics used to assess effectiveness?
The measures/metrics used to assess effectiveness are as follows:

Priority 1.1

Metrics:

1.Recruit and retention committee formed and active

2. Developed framework for recruitment, retention, and enrollment monitoring

Priority 1.2

Metrics

1. Each program will have a student handbook.

2. Each program will load the student handbook to the department's website.

Priority 2.1

Metrics

1. Analyze data and make programmatic changes as needed.

2. Maintain or achieve accreditation.

Priority 3.1

Metrics

1. Maintain a record of the number of experiential opportunities that are provided.

Priority 4.1

Metrics

1. Summarization of utilization chart for academic spaces.

Priority 5.1

Metrics

1. Review student evaluations of candidates.

Priority 6.1

Metrics

1. Qualitative and quantitative report.

The process of assessment per Action Plan: How were the results assessed?
The strategic plan for the Department of Kinesiology and Recreation is still in a draft form. T department worked on the plan in early Spring 2017 but the document was not finalized anc department did not work on implementing any of the actions listed. Some results could be reported but they are not a result of a strategic orientation towards achieving them.

What were the results?
Some results can be reported:

Priority 2.1

The Kinesiology and Recreation Department has continued to work on obtaining accreditatio all its programs. Currently, all the programs in the department are accredited. The Exercise Sports Science program has received initial accreditation this summer.

Priority 3.1

Our faculty engage student in various experiential learning opportunities however currently not have a process of documenting and monitoring the experiential learning opportunities provided by the faculty. This is one of the priorities that will be addressed in the upcoming y

Priority 5.1

Three requests for new hires were sent to the Provost Office; the department is currently ve limited in resources thus the need for additional help to be able to work strategically toward achieving departmental and college goals. If the positions requested are approved, the department will work diligently in recruiting diverse and talented faculty that come to answe the needs of the various programs in the department.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
The focus for the upcoming year is on finalizing the strategic plan for the Department and st to work on the action items listed in the plan. As mentioned before, the current strategic pla still in a draft format.

The results reported are not a direct result of a strategic orientation and thus no resources allocated or redistributed based on the results reported here.

The department will work on finalizing its strategic plan and effectively implementing the act items identified.

How was this plan and results conveyed to your Division/Department?
All the faculty in the department are aware of the draft strategic plan. The faculty know that plan is not finalized and additional work is needed to complete the strategic plan and start implementing the action items identified in the plan.

Evidence, artifacts, and or back up documentation

Award Letter

2016-2017 Lane University Center Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Lane University Center
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

* SCI Department Goal 1	SCI is committed to empowering students, faculty, staff and community members to develop their roles as ethical, effective and engaged citizens through transformative experiences.	7/1/2016	12/31/20
* SCI Department Goal 2	SCI is committed to utilizing and managing facilities and services to improve campus and community life, provide student learning opportunities and support ecological sustainability.	7/1/2016	12/31/20
* SCI Department Goal 3	SCI is committed to increasing administrative efficiency and promoting organizational effectiveness.	7/1/2016	12/31/20

Specify your Division/Department Actions Priorities/Plans.

Goal 1, LUC Action Priority 1	LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development	7/1/2016	6/30/2
Goal 2, LUC Action Priority 1	LUC will access patron needs and preventive maintenance requirements for the Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.	7/1/2016	6/30/2
Goal 2, LUC Action Priority 2	LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety and security to meet industry standards and best practices.	7/1/2016	6/30/2
Goal 3, LUC Action Priority 1	Lane University Center will continue to develop and expand utilization of EMS to incorporate billing, setup diagrams, customer notes, and event notes to provide a one-stop-shop for both the customer and staff to improve customer satisfaction.	7/1/2016	6/30/2

What are the Measures/Metrics used to assess effectiveness?

Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
- CAS Standards will indicate a need for a formalized assessment process for student employment.
- Research and Comparison to other ACUI Institutions will show a need for a formalized, detailed, and structured student employment experience.
- Focus Groups with Current Student Employees will reinforce the need for student employ and identify transferable skill students desire prior to transitioning to the workforce.

Goal 2, LUC Action Priority 1: LUC will access patron needs and preventive maintenance requirements for Game Room and Fitness Center. Based on the assessment data, LUC will expand and update game selection, consoles, and repair/maintenance on fitness center supplies/equipment.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate room for improv with regard to the union cleanliness and related factors.
- CAS Standards will indicate performance indicators needed with regard to union operatio
- Research and Comparison to other ACUI Institutions; Industry Best Practices; will indicat need for improvement of both the Game Room operation and the Fitness Center operatio based on national trends.
- Focus Groups with Patrons will show a need for expanded services and updated equipme
- Assessment Survey Delivered via Campus Labs (Game Room) will show a need for expan services and updated equipment.

Goal 2, LUC Action Priority 2: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability conservation, and/or safety and security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will indicate positive indicato with regard to the following factors, while allowing for room for improvement: college ur has positive environment, union staff, college union is student oriented, and union cleanli
- Research and Comparison to other ACUI Institutions; Industry Best Practices will indicate strong industry trend towards risk management planning, policies, and procedures along formalized and publicized union policies.
- Focus Groups with Patrons will indicate areas in need of improvement with regard to spec union operations, policies, and procedures.
- One on One Targeted Assessments with customers will indicate areas in need of improve with regard to specific union operations, policies, and procedures.

Goal 3, LUC Action Priority 1: LUC will research, review, revise, and/or develop policies, procedures, and processes related to facility management, risk management, sustainability and conservation, and/or safety an security to meet industry standards and best practices.

- ACUI/EBI College Union/Student Center Assessment (2014) will show positive data while acknowledging the opportunity for improvement with regard to publicizes the union and promotes campus, college union has positive environment, college union is student orien and union staff.
- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related

satisfaction with the process once implemented, while acknowledging the need for improvement.

The process of assessment per Action Plan: How were the results assessed?
Goal 1, LUC Action Priority 1: LUC will research and develop a comprehensive Student Employee Experience program that includes an assessment plan, online training, in-house training, on-the-job training, and ongoing professional development.

- ACUI/EBI College Union/Student Center Assessment (2014) data will indicate room for improvement.
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- Research and Comparison to other ACUI Institutions; Industry Best Practices will show a to improve efficiency with regard to processing reservations, event data, and customer bi

- Focus Groups with Patrons will identify opportunities to improve.
- One on One Targeted Assessments with Customers will identify positive indicators related satisfaction with the process once implemented, while acknowledging the need for improvement.

What were the results?
Goal 1, LUC Action Priority 1:

Both the Research and Comparison to other ACUI Institutions and the Focus Groups with Cu Student Employees indicate a need and a desire for focused development of transferable sk along with professionalism, customer service, and leadership development, which was concu with the ACUI/EBI data collected.

Goal 2, LUC Action Priority 1:

An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment. The majority of respondents indicated their primary use of equipment in the are the pool table and video game systems.

Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified for maintenance, updates, and repair of the Fitness Center.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit

Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations.

A post event assessment was also developed and administered during the Spring 2017 seme to assess the efforts for this action priority. Data collected indicated an overwhelmingly posi response to the efforts provided, while reinforcing the need for restructuring and reallocatior resources that was implemented July 10, 2017.

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

Goal 1, LUC Action Priority 1:

Results from the research and review of sister institutions indicated a strong need for a form student employment program that establishes and reinforces that working for the Lane Univ Center provides a number of benefits, including opportunities to support lifelong learning an development of transferable skills. This program will be implemented beginning with the fal semester.

Over the course of the upcoming year, resources are being reallocated – both fiscal and hum for the implementation of the SEE Program and subsequent assessment and revision of the program based on the assessment data collected during the next academic year. Approxima $15,000 will be allocated for the SEE Program in the form of student staff salaries and opera supplies for the training portion of the program. Human resources have been reallocated in form of professional staff time developing and implementing the program.

The Student Employee Experience Program (SEE Program) establishes and reinforces that w for the Lane University Center provides a number of benefits, including opportunities to supp lifelong learning and the development of transferable skills. In addition to learning about th particular area of responsibility within the University Center, students will have the opportun participate in training opportunities to further their success in their current position and to m yourself a competitive candidate for your future career aspirations.

As part of the SEE Program, the Lane University Center has identified learning outcomes for student employees. Based on CAS Standards and "Learning Reconsidered 2," these outcome be achieved through job-specific work, training workshops, academic courses, and other experiential opportunities offered on- and off-campus.

The SEE Program formalizes the student employment experience into a true employment experience. This includes formal processes for application, interview, selection, on-boarding training, evaluation, and departure from employment with the ultimate goal of preparing stu employees for the human resource processes they will encounter as they enter the workforc

As part of the SEE Program research and planning process, a blended model of student emp training has been selected and is slated for implementation starting with the fall 2017 semes This training couples a Virtual Training and Orientation Program that students will complete

prior to attending an in-house and in-depth training program. Followed by on-the-job traini recurring developmental opportunities throughout the academic year, the SEE Program repre a well considered plan for the student employment process.

As with any intentional plan, a formal assessment process has been established for this prog This process includes four instruments delivered prior to the Virtual Training, prior to in-hou training, after in-house training, and at the end of the academic year. The collection of this over the 2017 - 2018 fiscal year will allow for a review and revision of the training program meet established student learning outcomes.

Goal 2, LUC Action Priority 1:

Over the course of the academic year 2016 – 2017, assessments were conducted with regard to the AstraZene Fitness Center and the Game Room in the form of electronic assessment surveys and focus groups as well as usage data for the area. During the assessment period, 34,818 patrons (measured each hour) utilized the Gar Room and over 14,000 patrons (measured each hour) utilized the Fitness Center.

Fitness Center:
Two focus groups were conducted during the fall 2016 and spring 2017 semesters to gather qualitative data with regard to the Lane University Center. Combined with interviews from a random sampling of users of the facility, a strong need for reallocation of resources to this a was identified. As no funding was established for the upkeep and repair of this area and the equipment contained within it, fiscal and human resources were reallocated to the upkeep, maintenance, repair, and preventative maintenance for this area. With regard to fiscal resou reallocation of XXX in funding was made for the repair of equipment in the area combined w XXX in funding allocated for preventative maintenance endeavors. Additionally, based on us feedback, hours of the area were extended to match the hours of the Lane University Center associated human resources reallocated to cover the extended hours.

Game Room:
An electronic assessment survey was delivered for the Game Room through Campus Labs du the fall 2016 and spring 2017 semesters. Data indicated an overall ranking of "extremely satisfied" with the area, staff helpfulness, and other indicators. The areas which ranked the lowest with a moderate "neutral" ranking were with regard to the overall quality of the equipment.

The majority of respondents indicated their primary use of equipment in the area was the po table and video game systems.

As a result of this data, additional fiscal and human resources were allocated toward prevent maintenance and general repair and maintenance efforts to include refelting the pool table, replacing pockets, repairing slate, and the purchase of related supplies. Additionally, fiscal a human resources were reallocated toward the delivery of tournaments in the area based on results received through the assessment. Finally, fiscal and human resources were reallocat increasing the video game selection and equipment provided in the area.

Goal 2, LUC Action Priority 2:

Through the Lane University Center's involvement with the Association of College Unions International, research was conducted across all member institutions with regard to student policies and procedures. Following the research, areas for improvement and development w identified with regard to LUC policies and procedures.

Student feedback was also solicited throughout the academic year with regard to their organization needs and the general difficulty in securing space on campus due to intensive demands. Ad-hoc focus groups were held with students and departments utilizing services t inquire about needs and concerns, which were then addressed in the development of the dra policies and procedures document.

A draft revision was prepared and submitted to the Assistant Vice President for Student Affa March 3, 2017 which is the first review of the policies since 2010.

Goal 3, LUC Action Priority 1:

As EMS is a critical campus wide system administered and maintained by the Lane Universit Center, development, maintenance, and expanded utilization is a critical endeavor. Based or industry standards for event management and event services coupled with quantifiable data regarding event load, a reorganization within the Lane University Center was implemented J 10, 2017 following a nearly year long examination and review of operations. This fiscal and human resources relocation will enable the Lane University Center to devote additional time effort towards the utilization and maintenance of EMS, not only for the Lane University Cent for the entire campus. As part of this examination, review, as well as industry best practices need to centralize information regarding events was determined as was expected. The restructuring allows one individual, the reclassified Assistant Director of Event Services, to b primary point of contact for event services in the Lane University Center. This included reallocation of their duties (human resources) as well as a reallocation of fiscal resources (approximately $6,000) in staff salaries. This individuals efforts in incorporating billing, setu diagrams, customer notes, and events notes into EMS is posed to improve the overall custor experience as well as increasing transparency in the process.

Additionally, the post event assessment that was developed and administered during the Spr 2017 indicated an overwhelmingly positive response to the efforts provided, while reinforcin need for restructuring and reallocation of resources that then was implemented July 10, 201

How was this plan and results conveyed to your Division/Department?
The assessment plan for all LUC action priorities was communicated to LUC staff as well as t SCI management team following the development of the action priorities. The results are b communicated through the distribution of the annual report to said staff members as well as the LUC planning meeting during the fall planning meeting. Over the course of the academi the plan has been referenced at various stages in the development, implementation, and res period at one-on-one meetings, department staff meetings, email updates, at the Departme All Staff Meetings, and the Exempt Staff Meetings.

Evidence, artifacts, and or back up documentation

- Benchmark Metrics Report
- Event-Survey
- Lane University Center EBI Summary Report
- Room Statistics

2016-2017_Department of Educational Professions Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Educational Professions
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.

1. Enhance student recruitment and retention efforts. (Aligns with University Strategic Plan #3)
2. Analyze existing programs and develop new programs to respond to emerging needs and workforce shortage areas. (Aligns with University Strategic Plan Goal #1)
3. Promote and support activities of educational distinction. (Aligns with University Strategic #1 and #5.)
4. Implement strategic space utilization plan to better serve component programs of the Co
5. Recruit and retain diverse and talented faculty and staff. (Aligns with University Strategic #4).
6. Expand and develop collaborative educational initiatives which strengthen the cultural, so and economic development in Western Maryland, the region, and the state. (Aligns with University Strategic Plan Goal #6)

Specify your Division/Department Actions Priorities/Plans.

1.1 Develop, analyze and maintain a department strategic plan for recruitment and retentior

1.2 Maintain and expand a Department Advising Center to assist with student retention.

1.3 Analyze department policies and procedures to determine activities that will allow for continued student success.

2.1 Analyze the implementation of new and revised programs

3.1 Continue to search for ways to incorporate students in community outreach activities.

4.1 Analyze current space needs of programs

5.1 Determine a process to attract and maintain diverse and talented faculty and staff

6.1 Develop collaborative relationships to promote educational initiatives that will impact the quality of teacher education in Western Maryland.

What are the Measures/Metrics used to assess effectiveness?

1.1 Effectiveness of the Retention and Recruitment strategic plan measured by an increase student enrollment, retention and graduation rates in the department's undergraduate, grad and doctoral programs.

1.2 Effectiveness of the Advising Center measured through feedback on advising and the us

the advising center by students and faculty at both Frostburg and Hagerstown campuses an monitoring of student success toward graduation at both campuses.

1.3 Effectiveness of department policies and procedures that contribute to student success measured through feedback from advisory councils as well as monitoring of candidate succe field experiences and courses, via candidate improvement plans and contracts.

2.1 Effectiveness of new and revised programs measured through EPP and program level ke assessments and other candidate data collected for accreditation (SPA and EPP data); analy faculty and coordinators at the program, department and college levels.

3.1 Effectiveness of outreach activities measured student feedback on specific experiential learning opportunities provided beyond formal field experiences.

4.1 Effectiveness of space utilization measured via feedback from students and faculty regar availability and use of available work space for students and programs.

5.1 Effectiveness of hiring practices monitored through feedback from faculty, results from y evaluation results for new and tenured faculty, effectiveness of faculty improvement plans, recognition for faculty achievement.

6.1 Effectiveness of impact of collaborative relationships measured by implementation and assessment of the P2P Teacher Quality Grant activities

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

1.1 Data collected on R&R activities via surveys (advising center users, open house/receptio attendees, majors fair and campus visit individuals) and track "views" on website and social sites.

1.2 Feedback gathered from students and faculty regarding advising center, advising activiti advising needs for graduate students at both campuses.

1.3 Feedback gathered from advisory council members at meetings, through surveys, discus and analysis of program-level data. Monitoring of candidate success by coordinators throug of improvement plans and contracts in both the field and coursework.

2.1 Key assessments for program and EPP levels collected and analyzed via the COE assess system

3.1 Results on outreach gathered via identification of available learning opportunities per pr and identification of appropriate methods of gathering impact on students (survey, assignme etc). Planning is in progress for this goal.

4.1 Assessment of space utilization is in progress. A questionaire on space usage was compl in the spring 2017. The student "maker space" will be available in the Fall 2017 and data wil to be collected regarding student use and remaining faculty needs. Faculty involvement in s utilization and program use designation in the new Education and Health Sciences has been offered by the President in May but has yet to occur. Existing plans for the building will be s with faculty at the August retreat.

5.1 Number of recent hires and retention of new faculty is tracked. Faculty evaluation result collected on a yearly basis for all new faculty. The chair develop faculty improvement plans individuals based on the yearly evaluation results.

6.1 Numerous faculty and staff are involved with the development and implementation of th Teacher Quality Partnership grant with Coppin University. The assessment of the collaboratio

impact is in progress.

What were the results?

1.1 Survey data will be collected in the Fall 2017 regarding R&R activities. There has been ir increase in the number of students enrolling in EDUC 100, for both Freshman in the Learnin Communities and transfer students. A new section of EDUC 100 had to added for the Fall 20 order to accommodate these additional students

1.2 An advising survey will be developed and administered in the fall of 2017 regarding use Advising Center. In the Spring 2017 the department requested a full time contractual positio the Advising Center director, but this request was denied. At this time a faculty member is receiving 3 credits reassigned time to serve in that role. However, the lack of a full time coordinator limits the strategic activities completed by the center staff.

1.3 Feedback from Initial Certification and Advanced Programs advisory councils indicates su for the current policies and procedures related to student success. Positive responses were received from advisory council regarding a new common handbook for the Office of Clinical a Field Experience, with shared policies and assessment tools for all initial certification progran The number of students on improvement plans and contracts decreased slightly from the Fal 2016 to Spring 2017, based on these clearer expectations.

2.1 All programs analyzed and reported on candidate performance for the Fall 2016 semeste Spring 2017 analysis will be conducted in August 2017. Based on program and EPP key assessments, candidates are meeting various national and state standards at a high level. A programs in the department contributed to the positive NCATE legacy visit in Spring 2017.

3.1 Collection of results on outreach activities is in progress.

4.1 Collection of results on space utilization is in progress.

5.1 Two new faculty were hired for the 2016-2017 school year. One of these individuals will returning for year 2 and one resigned for personal reasons but will continue as an adjunct at USM-H center. One second year faculty member was not renewed and resigned in Spring 20 Generally, faculty who completed the evaluation process scored highly in teaching, service a professional development. Four faculty members are currently on improvement plans and w to address areas of concern in their performance. Recognition of faculty achievement within department is planned for 2017-2018.

6.1 Collection of results on collaboration is in progress.

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

Updates to the strategic plan will be conducted as part of the August 2017 retreat. Adjustm will be made based on the results collected in the fall.

Two PIN positions will be requested for areas of need: Doctoral program and Literacy/Secon (USMH). Both of these areas are understaffed and faculty in these programs are carrying overloads.

How was this plan and results conveyed to your Division/Department?
The plan was developed and reviewed with faculty at the start of the 2016-2017 academic y

Evidence, artifacts, and or back up documentation
No items to display.

College of Liberal Arts and Sciences
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: College of Liberal Arts and Sciences
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
1. Develop new programs to respond to emerging needs and to workforce shortage areas.

2. Enhance student recruitment and retention efforts.

3. Promote and support activities of educational distinction.

4. Recruit and retain diverse and talented faculty and staff.

5. Serve as a collaborative partner in cultural, social, and economic development including I outreach to the local community, the region, and the state.

6. Promote and support a culture of assessment within CLAS which is critical for our Middle States Accreditation.

Specify your Division/Department Actions Priorities/Plans.
1.a. Continue planning for Nurse Practitioner Program.

1.b. Continue planning for Physician's Assistant Program.

1.c. Plan future growth in additional rural health care programming.

2.a. Identify bottleneck courses and develop corrective actions.

2.b. Increase course/program redesign efforts to achieve greater effectiveness and efficienc

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

3.a. Encourage and support faculty implementation of experiential learning.

3.b. Encourage and support sustainability initiatives.

3.c. Support faculty research, creative activities, and regional engagement activities, especi those involving students.

3.d. Encourage and support interdisciplinary learning opportunities.

What are the Measures/Metrics used to assess effectiveness?

Goal 1 - Measures of effectiveness will be the approval of programs by Faculty Governance, and the Board of Regents.

Goal 2 - Measures will be an increase in student enrollment, retention, and graduation rates

Goal 3 - Measures include the number of activities of educational distinction and funding to support them.

Goal 4 - Measures include numbers of hires and numbers of those retained.

Goal 5 - Measures are the numbers of projects, the project outcomes, and benefits achieved the outreach.

Goal 6 - Measures are the assessment plans, updates/outcomes, and reviews of those in Compliance Assist. Also, measures are the changes in classes, curriculum, and in the asses processes themselves when there is informative decision making about the data.

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

1.a. - Planning is continuing for the program.

1.b. - Planning is continuing for the program.

1.c. - Health Science major continues to be implemented; numbers of majors are tracked. Planning continues for other health programs.

2.a. - Chairs identified bottleneck courses in their programs and strategies to correct the problems. Numbers of majors are tracked.

2.b. - Redesign efforts were implemented and assessed by looking at retention rates and gr in those courses.

2.c. - Plans continue being developed for the new EPHS building. Also, FSU is enhancing instructional environment by upgrading technology and facilities. These results are assesse through projects and money spent in the Tech Funding and the Division of Administration a Finance.

3.a. - Presidential Experiential Learning Enhancement Funding Program (PELEF) and Strateg Support Funding (SPSF) Program applications and projects funded were tracked.

3.b. - Numbers of students in the Sustainability minor were tracked. Sustainability projects as Frostburg Grows were assessed for effectiveness.

3.c. - Numbers of participants in several CLAS activities were tracked as well as numbers of activities.

3.d. - Numbers of students placed in different interdisciplinary learning programs were asse

4.0 - Numbers of hires and renewals were tracked. Quality of teaching was assessed. (Ser and Professional Development were assessed especially in tenure-track faculty. Surveys wer given to all new full-time faculty and their mentors to complete.

5.0 - Names of schools; dates of outreach; grade levels; numbers of students; and names o teachers, presenters, and activities were documented.

6.0 - Plans, updates, and changes in programs are reviewed by CLAS Assessment Council, S GLAAG, and the General Education Committee depending on the program. Some programs accreditation teams.

What were the results?

Goal 1 - Planning for rural health programs is still ongoing. Several meetings have taken pla between FSU and stakeholders. Fees were paid to initiate the accreditation process for the F program. PIN position was approved to hire a program director for the PA program to help w curriculum development, accreditation, and assessment. Search is taking place for the PA Director.

Goal 2 -Redesigned courses are assessed in departments for effectiveness, and curriculum is changed based upon results. Dean Hoffman meets with Chairs and discusses bottleneck cou and grades in those courses including numbers of W, WF, and FX grades. Ideas are discusse implemented for retention. Numbers of majors have increased in some programs and decrea in others; these numbers are available and discussed with Chairs.

Goal 3 - Dean's Office received 22 outstanding applications totaling $60,520 in requested fu for the PELEF. CLAS had $23,275 available in PELEF to provide complete or partial funding f of the projects. Strategic Plan Support Funding Program received 24 outstanding applicatior totaling $47,354 in requested funds. CLAS had $10,000 available to provide complete or pa funding for 16 projects. Those who receive funding report to the Dean the results of the proj

CLAS sponsored several activities of educational distinction including the Undergraduate Res Symposium which included 137 presentations featuring the work of 221 students mentored faculty and staff across 13 departments, 3 programs, and the Multimedia Learning Center. Abstracts are available.

Other programs and centers of distinction include the Frostburg Grows project, Dean's Colloquium, Western Maryland STEM Festival, Appalachian Festival, Center for Literary Arts, Museum of Natural History, etc. Numbers of projects and participants, descriptions of projec and outcomes are available.

Learning Communities are available for freshmen and are evaluated by students at the end o fall semester. Associate Dean Fritz keeps track of the types of communities, numbers of stu in them and evaluations.

Goal 4 - Dean received 28 position requests in AY 2016-2017 (20 PIN and 8 FTNTT). Seven searches were conducted for PINS; three searches were conducted for FTNTT positions. Sur were given to those full-time faculty who were hired for AY 2016-2017. Each was paired wit mentor who also completed a survey. Survey results are available.

Goal 5 - Outcome reports from each semester are reviewed by the Dean's Office and are ava upon request. The outcome reports are written for the reassigned time evaluation of two fa members who conduct many of the outreach programs.

Goal 6 - All 34 programs have plans for student learning outcomes assessment completed a uploaded in Compliance Assist. All programs have engaged in student learning outcomes assessment and have uploaded results in Compliance Assist. All programs and outcomes assessment results have been reviewed within the college.

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
Results will be considered when doing strategic planning and implementation for the next ye This process will take place in July of 2017.

Resources will be allocated or redistributed based upon the results of some outcomes. For instance, a PIN position was approved for the Physician Assistant Program. Accreditation fe were approved, too.

A faculty member has one course reassigned time each semester to serve as STEM Outreac Coordinator/Director of the Natural History Museum. Another faculty member has a two-co reassigned time each semester to serve as Director of the multimedia Learning Center whic serves the community. The Dean's Office coordinates the Western Maryland STEM Festival e year in May. Resources for this festival come from local companies, Allegany County Public Schools, and the FSU Foundation.

Twenty-five percent of Associate Dean Herzog's workload has been redistributed to support student learning outcomes assessment in the college. Faculty serve on the CLAS Assessmer Council, SLAAG, GLAAG, and the General Education Assessment Committee.

How was this plan and results conveyed to your Division/Department?
Planning and results are shared with internal and external constituents on a regular basis. Information is given to CLAS faculty at the beginning and end of the academic year meeting is also shared with department chairs (Chairs Council and individual meetings with Dean), university committees, and administrators. For assessment reviews, each department recei annual evaluation for their student learning outcomes assessment updates.

Evidence, artifacts, and or back up documentation
No items to display.

FY 2017 Biology Annual Report

Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Biology
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
Goal #1 - Inform Departmental faculty with budget transparency

Goal #2 - Review our curricula to ensure that we are efficient, effective, and educating our students for modern Biology careers

Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry and Molec Biology major

Goal #4 - Refine our Dept. assessment plans and student learning goals

Goal #5 - Develop an expanded/refined graduate program including a non-thesis option

Goal #6- Develop a modified evaluation instrument.

Specify your Division/Department Actions Priorities/Plans.
Action priority #1 - Inform Departmental faculty with budget transparency by providing mor
Departmental updates throughout the year.

Action priority #2 - Review our curricula to ensure that we are efficient, effective, and educa
our students for modern Biology careers by consulting with students and colleagues in the fi

Action priority #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry
Molecular Biology major.

Action priority #4 - Refine our Dept. assessment plans and student learning goals by contin
discussion and data analysis

Action priority #5 - Develop an expanded/refined graduate program including a non-thesis c
through discussion and consultation with others in the field and among ourselves.

Action priority #6- Develop a modified evaluation instrument through open discussions at bo
committee level and at the Dept. level.

What are the Measures/Metrics used to assess effectiveness?
Metric for Goal #1 - Inform Departmental faculty with budget transparency

Number of times budgets are discussed at faculty meetings.

Metric for Goal #2 - Review our curricula to ensure that we are efficient, effective, and educ
our students for modern Biology careers

Number of meetings/discussions devoted to this topic.

Metric for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistry
Molecular Biology major

Number of meetings/discussion held between Chem and Biology.

Metric for Goal #4 - Refine our Dept. assessment plans and student learning goals.

Number of committee meetings held and Dept. discussions at faculty meetings

Metric for Goal #5 - Develop an expanded/refined graduate program including a non-thesis

Number of meetings/discussions devoted to this topic.

Metric for Goal #6- Develop a modified evaluation instrument.

Number of meetings/discussions devoted to this topic

The process of assessment per Action Plan: How were the results assessed?
For each of the Goals/Action priorities, the number of meetings/discussions were counted ba on the minutes of the Dept. meetings. For example, when a particular committee met about of the goals/priorities this was reflected in Dept. faculty meeting minutes and a tally was tak from there.

What were the results?
Results for Goal #1 - Inform Departmental faculty with budget transparency.

Dept. budgets were discussed 5 times throughout the year.

Results for Goal #2 - Review our curricula to ensure that we are efficient, effective, and edu our students for modern Biology careers

Curricular changes were discussed 6 times through out the year. One class was ad the Biology and Pre-health curricula (BIOL 401). For our other majors, flexibility in choices were added to help graduation time and student preparation.

Results for Goal #3 - Develop in conjunction with Chemistry an interdisciplinary Biochemistr Molecular Biology major

Four meetings were held, however, this initiative was dropped about 1/2 way throu year as Chemistry decided to pursue enlarging their major pool instead.

Results for Goal #4 - Refine our Dept. assessment plans and student learning goals

Assessment was discussed a total of 4 times during faculty meetings. Methods for evaluating our students' performance to others in the country (using comparisons Biology GRE scores) were developed. In addition, item analysis was used to evalua what testing items might be problematic.

Results for Goal #5 - Develop an expanded/refined graduate program including a non-thesis option.

Three graduate committee meetings were held in addition to discussion of this top Dept. meetings.

Results for Goal #6- Develop a modified evaluation instrument.

Five committee meetings were held along with discussion at Dept. meeting 2 time

How have the results impacted operations (if at all) including 1) What is the focus the upcoming year's plan; and 2) Were resources allocated or redistributed based the results?
For all the items and because most of the metrics deal with number of meetings, the results imparted operations by learning faculty member's opinion on each of these topics and where should go in the future.

As of now, we have not discussed our plans for this year (FY18) as our faculty do not meet i summer.

No resources were allocated or redistributed based on the results as our goals and action pri were in the discussion and planning stages.

How was this plan and results conveyed to your Division/Department?
This plan will be distributed to Dept. faculty during our first meeting of the year. Reflections/comments/suggestions will be collected and used during our discussion for the upcoming year's planning.

Evidence, artifacts, and or back up documentation
No items to display.

Publications FY17 Annual Report
Start: 7/1/2016
End: 6/30/2017
Progress: [You do not have access to view this field.]
Providing Department: Publications
Responsible Roles: [You do not have access to view this field.]

Specify your Division/Department Goals Priorities.
To promote the successes and needs of the University through increased visibility and engagement within the community.

Specify your Division/Department Actions Priorities/Plans.
1. Complete website migration
2. Complete in-house admissions email campaign development
3. Prepare inauguration materials, if needed
4. Undergraduate catalog production

- Streamline catalog editing procedures

  - In cooperation with Academic Affairs leadership, and in consideration of inter staff in the positions normally charged with catalog editing oversight, we are looking into slight modification of Faculty Senate process that will simplify communication of approved curricular changes to CommMedia editors
  - Produce undergrad catalog utilizing new procedure

5. Begin preparing fundraising campaign materials

- Increase staffing or hire outside firm to accommodate increased workload

What are the Measures/Metrics used to assess effectiveness?

1. Completion of marketing pages and launch of new site
2. Successful development and launch of admissions email campaigns
3. Production of inauguration materials
4. More streamlined catalog production process
5. Preparation, design, production of any requested fundraising campaign materials

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

1. Website: Progress was tracked using spreadsheets, one for academic program pages and for the marketing pages. Success was measured by completion of all pages on the two spreadsheets. Copies of the spreadsheets are included in Compliance Assist.
2. Admissions email campaigns: data available from Spectate
3. Inauguration materials: completion
4. Undergrad catalog production: catalog editing time reduced
5. Fundraising campaign materials: what was produced

What were the results?

1. Website: The website was launched on June 6 with completion of all pages on the two spreadsheets.
2. Admissions email campaigns:
    - Schedule established for three campaigns: admits, ’17 inquiries and ’18 inquiries
    - Campaigns started mid-October, concluded June 2
    - 128,191 emails sent
    - 23% open and 23% clicks
3. Inauguration materials:
    - An attractive and coordinated set of materials was created including invitation packag evites, Save the Date postcards, programs, signage (some in compressed time) and m on time.
4. Undergrad catalog production:
    - Catalog production was simpler and faster by having direct access to Senate and AAC materials and minutes. Sent to printer on schedule and delivered on time.
5. Fundraising campaign materials:
    - Outline for brochure content prepared; brochure template prepared; writing staff was to begin creating mini-brochures

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

Impact on operations and focus for upcoming year:

1. Website:

- Because the site has been launched, CommMedia staff involved with the creation of the n site (design of site, design and creation of all new marketing pages - content, images anc design) can focus time and efforts on regular responsibilities.
- We can move forward with helping to build or migrate our own division's web pages.
- Marketing & Branding funds used for web content writing can be reallocated to other mar efforts.

2. Admissions email campaigns: processes to be migrated to new Target X sales force platfo that will automate launches and track data. Content will have to be updated by CommMedia the past, so human resources will have to be allocated to this in the upcoming year. $75,00(saved by in-house implementation of emails.

3. Inauguration: staff time can be devoted to normal responsibilities in upcoming year

4. Catalog production: New streamlined process was successful at saving time and redundar efforts and will continue to be utilized for future catalogs.

5. Fundraising materials: funds or personnel will have to be allocated to meet demands as tl campaign revs up.

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

Progress and results were reported to my VP in bi-weekly meetings and to the CommMedia s at monthly staff meetings.

Evidence, artifacts, and or back up documentation

- Academic Program page checklist
- Marketing Page Tracker