

# FITCHBURG STATE UNIVERSITY

## STRATEGIC PLAN

### 2015-2020 Summary of Activity

#### **GOAL 1. STRENGTHEN ACADEMIC PROGRAMS**

**Objective 1A: Prepare students for success in the workforce through a university education, which combines a liberal arts education and professional programs.**

**1A1. Align Liberal A&S core curriculum with skills and aptitudes valued in the workforce.**

- Creation of Institutional Learning Priorities (ILPs).
- Creation of First Year Experience (FYE) Course.
- Revision of LA&S Curriculum.
- Revision of Industrial Technology and Technology Education programs into the Engineering Technology and the Applied Sciences and Technology/Engineering programs.
- Cyber Security and Data Science concentrations created.
- Earth and Geographic Sciences revised their Earth Systems major to an environmentally-based program.

**1A2. Increase collaboration in academic programs through team teaching, learning communities, interdisciplinary course development, and research opportunities and support appropriate high-impact learning experiences, including opportunities in academic and experiential settings.**

- Development of an interdisciplinary research program for students for summer research experiences with Balfour Grant funds (\$100,000 three-year interdisciplinary student faculty collaborative research collaborative).
- Development of Interdisciplinary Team-Teaching Guidelines.
- "History by Design" (Game Design/History) - History and Game Design students worked with third party client for creation of historical augmented reality app for National Heritage Park visitors to Battle Road, Concord.
- History and Earth Science course - published a book on their interdisciplinary approach.
- Developed and offered PHIL/PSY 3010 Consciousness as a team-taught course.
- Cyber Security - new interdisciplinary course
- GIS Crime Mapping and Analysis launched between CJ and Earth/Geo. Science using a h team-teaching approach. This relationship built divisional and STEM unity through on campus meetings and continued participation in regional STEM networks.
- Compliance Committees updated to better support high impact practices, academic excellence, and the ability to compete successfully for grant funds.

- Developed Living and Learning Communities for CJ 4+1 Program, Honors Program, and a STEM shared interest floor.
- Center for Faculty Scholarship was created.
- Produced a Community of Scholars publication annually highlighting faculty scholarship and creative activity.
- "Community of Practice" developed for the teaching of the FYE.
- HMSV and Psych Sci - co-facilitated workshops for students in both departments addressing careers, graduate school options, plans of study.
- Digital Humanities received a grant from The National Endowment for the Humanities for exploring a collaborative partnership of librarians, Arts and Sciences faculty and other faculty interested in leveraging the tools and techniques of digital media to support innovative digital humanities projects (\$40,000).
- The Institutional Biosafety Policy was approved and implemented.
- Practices for the Institutional Animal Care and Use Committee and the Institutional Review Board were strengthened.
- Health Services created a one-credit Physician Assistant shadowing program for FSU students considering this as a career path. In addition, they hosted an intern from UMass Graduate School of Nursing.
- The Recreation Services and University Police Departments have been instrumental in the 4+1 Police Academy.
- The University Police Department offers their expertise to many majors:
  - Hosts a Criminal Justice major intern.
  - Trains student nurses on NARCAN/fentanyl safety and emergency management, including a program about hospitals responding to the Boston Marathon Bombing. In addition, completed a tabletop exercise with nursing students on infectious outbreak.
  - Provides VIPR and Active Shooter training to Nursing and Education.
  - Works with the Journalism class on both articles and process.
- Counseling Services serves as a training site for graduate-level counseling students for other institutions.
- Marion and Jasper Whiting Foundation grant to support faculty travel for research and development of new courses and curriculum. FY16-FY19 (\$20,700).
- The Grant Director served as member of the Human Subjects Committee, developed the Financial Conflict of Interest Policy, and served as an ad hoc member of IACUC. Additionally, the Grant Director worked on Responsible Conduct in Research training options, CITI, and policy, and provided semi-annual grant writing, and finding funding workshops for faculty and specific grant writing workshops on the Special Projects grant opportunity (annually).

**1A3. Enhance mentoring by student peers, alumni, staff, and faculty with training and support to enhance connectivity, communication, and effectiveness.**

- Peer Services implemented peer mentoring at the scale of the FYE.
- KDP students held peer-to-peer tutoring for MTEL with other students.
- Library Training and Support including resume Builder guide that helps students connect their work at the Library to real world skills to list on resume, mini research instruction sessions, team building with peers, student review process each semester, and student exit interviews.
- Alumni Engagement panels with Comm Media at all AY 18/19 recruitment events, forming basis for developing broader alumni engagement/mentoring in other majors; also participated in successful Alumni Breakfast in Boston.
- Center for Teaching & Learning (CTL) hosted several workshops on interdisciplinary team teaching. Library collaborated with CTL on the following workshops: 1.) Understand your Rights as an Author– Know Your Copyrights for The Center for Faculty Scholarship at FSU 2.) Frank Conversations about Academic Integrity for The Center for Teaching and Learning at FSU 3.) Practice & Pedagogy of Video in the Classroom for the Center for Teaching and Learning at FSU
- Held STEM Summit to discuss mathematics as possible roadblock to the sciences.
- Faculty Learning Community created in the Health and Natural Sciences Division.
- Developed a cohort advising model for Chemistry majors.
- Received funding (PIF Grant) to seed the Hispanic males mentoring program.
- The Expanding Horizons Program (EHP) realigned their Peer Mentor program so that the Peer Mentors spend less time on administrative tasks and more time on mentoring and programming.
- EHP is implementing a new First Four Weeks program for its students, in which Peer Mentors have specific learning outcomes and connections on which they focus.
- Resident Assistants must now connect with each of the individual students on their floor during the first six weeks of the semester to accomplish Community Building outcomes.
- Residence Life Professional Staff members must now follow-up with students who receive Mid-Term Grade Deficiencies.
- The Falcon Leadership Certification Program was created and links student participants with both a mentor and a supervisor of an internship in which the participants have a chance to practice and reflect on the skills they are learning in the program.
- The student Area Managers in Hammond Campus Center are being trained to take a more mentoring approach to supervision and evaluation of their student employees.
- The Events Services Graduate Student position description in Hammond Campus Center has been restructured to give the student staff more supervision and mentoring responsibilities.
- The Academic Standing Policy has been revised to include a new status in good standing: Academic Warning. Students who earn between a 2.0 and 2.2 are referred to academic coaches and other services to develop a relationship that would include mentoring in

hopes that they are able to maintain a GPA above 2.0 and make progress toward graduation.

- The Center for Diversity and Inclusiveness created a safe, brave, and welcoming space where students from many populations find “home” on campus and receive active support and mentoring from the Coordinator and the student staff.

**1A4. Review alternate assignment course release time awards with an eye toward increasing awards for scholarly and creative activity in comparison to administrative activities.**

- Center for Faculty Scholarship Activity developed a strategic plan, new guidelines for grant submissions, and an action plan was completed with the advisory board.
- Library and the Center for Faculty Scholarship collaborated on faculty workshop: Understand your Rights as an Author – Know Your Copy Rights.
- Library created the online Faculty Publishing Guide.
- Library is leading the work of the Open Educational Resources working group. The Library and the Math Dept. presented on this topic at the May Development Day on Faculty Scholarship.
- An OER Guide was developed by the Library in consultation with the OER Working Group.
- Center for Faculty Scholarship and the Library held two faculty author book talks.
- Developed a process for submission and approval of Alternative Professional Responsibilities (APR).
- Scholarly Activity: Funded one additional course release for scholarly activity.

**Objective 1B: Develop new, flexible curricular models to serve the needs of a changing student population.**

**1B1. Create new, affordable, transfer 2+2 associate-to-bachelor’s-degree programs.**

- Dean of H&NS, along with EXSS chair and collaborators at MWCC created a 2+2 Physical Therapist Assistant to EXSS Bachelor’s Degree articulation.
- Dean of H&NS, MWCC, EXSS faculty, and Director of Admissions created BHE funded STEM Summer Bridge program for 2019.
- Received a sub-award with MWCC STEM Starter Bridge Program (\$8,302) and Summer Research (\$2,000)
- Revised the B-8 program to an Early Child Care program.
- GCE proposed new flexible, transfer-friendly 2+2 program for holders of associate degrees.
- The Interdisciplinary and the business administration GCE undergraduate programs are being promoted as online degree completion options geared towards associate degree holders.
- Added Comm Graphic Design Transfer courses.
- Renewed MWCC and QCC MOU's.

- Developed a new Interdisciplinary ASL Concentration with QCC.
- Developed Guaranteed Admission Agreements for MWCC, Bristol, Middlesex, and QCC Nursing students into Fitchburg's RN-BS in Nursing Program (DHE Nursing Partnership Grant \$424,653).

**1B2. Create new, accelerated, 4+1 bachelor-to-master's-degree programs.**

- MS in CJ program, 4+1 with UG CJ MPTC1. Created, 1st cohort (6 students) started graduate curriculum summer 2017. Renewed exclusive MOU with MPTC; revamped CJ BS curriculum to align traditional & police concentrations; moved graduate portion of program to after Academy. Ran successful ROC 1 in summer 2018; 6 of the 9 ROC 1 recruits were employed immediately after graduation. Launched ROC 2 in May 2019: 4 of 9 recruits were hired prior to their graduation.
- Business Administration created a 4+1 option for students in the BS program to move into the online or campus-based MBA program.
- MEd in Middle School moved to an Accelerated Program.
- Developed and implemented four, online accelerated degree programs--MBA, RN to BSN, MEd in Curriculum and Teaching, MEd in Educational Leadership and Management--in collaboration with Academic Partnerships. Launched programs SU2017, FA2017, SP2018. Added MBA concentrations: Healthcare (FA 19), Marketing (SP 20), and scheduled to launch Supply Chain & Logistics (SU 20).
- Library is adding collections (books and streaming films as well as journal articles) that are online and can be embedded directly into courses to not only support curricula needs but also to possibly reduce costs of textbook type materials.

**1B3. Create at least one, new undergraduate evening and one, new undergraduate day degree program.**

- BSE in ECE/B-8 created through GCE.
- New concentration in Data Science created for MS in Computer Science

**New Programs:**

- Educational Studies - non licensure Degree, BHE approval Spring 2019
- Environmental Public Health Degree program, approved by BHE in Spring 2019"

**Approved Concentrations:**

- Biochemistry Concentration approved Spring 2019
- Cyber Security within CIS (Collaboration between business and computer science)
- IDIS concentration in General Science focused on middle school science teacher candidates.
- Birth to 8 Concentration under BS in Early Childhood Education created - new name is Early Education and Care.

Approved Minors:

- Film Studies, ASL, Latin, Graphic Design, and GIS and Crime Mapping.

**1B4. Create new, early acceptance programs to graduate schools.**

- MS in CJ program, 4+1
- Business Administration created a 4+1 options for students in the BS program to move into the online or campus-based MBA program.
- MEd in Middle School - hybrid and in 7-week format.
- A Pre-Law 3+3 program was implemented - articulation with Massachusetts School of Law.
- Continue support of existing BS/JD (3+3) Articulation Agreement with UMass Dartmouth School of Law and Admissions Agreement.

**1B5. Focus on transfer student recruitment and reverse transfer policies to ensure that more students complete degrees.**

- Revised RN to BS in Nursing program transfer policy to allow 88 credits in transfer.
- Elimination of NACE II exams for diploma students and pre-requisite course adjustments passed through governance.
- Revised B-8 program with a new name for the B-8 to Early Education and Care.
- Partnership with Saigon Tech University in Vietnam to develop articulations to facilitate student transfer.
- Planning group was assembled to devise a new Mass-Transfer-like block for students graduating with an A.A. or A.S. from Mount Wachusett Community College.
- Increased admissions presence at MWCC and QCC as well as Middlesex CC and Northern Essex CC. Offered fee waivers to low income MWCC students.
- AUC passed a proposal that allows any student transferring in a college level math course from a regionally accredited institution to be exempt from the Math Placement Exam.
- AUC passed a policy to allow acceptance of up to 75 credits from a community college and 90 credits from a four-year college and a reduction in the residency requirement from 45 credits to 30.
- Participating in MassTransfer Pathways and have approved more Pathways maps than any other Massachusetts state university other than Bridgewater State University.
- Established more visibility on the website, on-campus, and in our communication. Transfer brochure, Transfer Tuesdays, Transfer Decision Days and of course the Transfer Center.
- Increased outreach in regards to Reverse Transfer with a question on the application as well as outreach to current students.
- Veteran Students (who are also transfers) now have an application fee waiver as well as a deposit waiver. They also have priority registration.

- First semester freshman transfers. Students who are in the middle of the first semester at another institution are now able to receive a decision well before the end of their first semester.
- Registrar now delivers a full transfer credit evaluation/degree audit to all admitted transfer students.
- Revised the open house and acceptance events to better serve transfer students, revised the role of the MassTransfer Coordinator and hold transfer acceptance days at community colleges.

**1B6. Explore competency-based models for a pilot program and enhance prior learning assessment programs such as CLEP and LECAP to accelerate degree completion.**

- Currently working on a revision of the LECAP process and promotion to degree completion students in the Business Administration and Interdisciplinary programs in addition to occupational education.

**Objective 1C: Make innovative use of developing technologies appropriate for students of the 21st century.**

**1C1. Encourage a culture of experimentation and innovation with instructional technologies through operational and structural improvements and academic initiatives.**

- Equipped the Psychological Science laboratories.
- Collection development focus has shifted to online books and films. New acquisition models (ways of purchasing) are being explored in order to offer our students more access to materials in a cost-effective manner.
- Completed workshop on use of google docs in k-12 classrooms for the Education unit; unit meeting devoted to technology needs; working on tech plan for program.
- Renewed foreign language offerings via Distance Language Learning.
- Offered more language courses via Distance Language Learning. Offered French to Framingham and received Chinese from MMA. Delivered Italian and Arabic language to Framingham State; offered Chinese through Framingham to Fitchburg students.
- Added an additional classroom equipped with LifeSize technology (Science 311).
- Developing hybrid courses for the graduate history program.
- Organized a collaborative Language Program with nearby 4 and 2-year institutions.
- Offered two foreign language courses in collaboration with MA Maritime Academy via Teach Live Technology.
- Conducted faculty workshops in collaboration with Academic Partnerships to explore innovative ways to use varied technologies to enhance online course offerings.
- Hired a permanent full-time director of Digital Learning.
- Formed campus-wide Digital Learning Working Group to create policy for online and hybrid teaching within the day program. Draft policy completed.
- Added an instructional technology session to new faculty orientation program.

- Center for Teaching and Learning Initiatives conducted workshops on course redesign and stipends were provided to incentivize faculty.
- Added new CTL Summer Workshop in collaboration with DL & IT in using technology to increase student engagement such as embedded videos.
- The OIRP now uploads CSI survey responses from all FTFT students to the SSC platform. FYE faculty use this data for the teaching of metacognition.
- Teaching Live Technology Pilot. Education Department received grant funding to pilot the technology.
- Blackboard SAAS. Changed our system from on-premise standard Blackboard to their Blackboard SAAS model, which allows automatic scalability to accommodate more students and also provides the very latest look and feel to the software automatically.

### **1C2. Encourage the use of alternative educational materials to reduce the cost for students.**

- Department Chairs collaborated with Dean of the Library to encourage faculty adoption of OER.
- Library added collections (books and streaming films as well as journal articles) that are online and can be embedded directly into courses to not only support curricula needs but also to possibly reduce costs of textbook type materials.
- Solutions to address high textbook costs among foreign language faculty include building custom texts that select only relevant chapters through publishers, negotiating lower prices for online texts through publishers, and using Cengage e-texts (where appropriate). HMSV faculty began developing a course pack for a core course in lieu of expensive texts and posting materials on Blackboard (Ongoing). Math in Society course (Quantitative Reasoning) course developers are planning to use OERs and available materials as opposed to a traditional text.
- The OER Working Group has been developing plans for integrating Open Educational Resources (OER) at the university. The Library and the Math Dept. presented on this topic at the May Development Day on Faculty Scholarship. Faculty are starting to contact librarians for help with discovery of Open Educational Resources.
- An OER Guide developed by the Library in consultation with the OER Working Group was created: <https://fitchburgstate.libguides.com/oer>.
- An OER 3-year Roadmap was created by the Library in the summer 2019 and presented for review to the Academic Affairs.

### **1C3. Develop a deliberate, holistic, institution-wide discussion concerning online learning in all modalities.**

- Digital Learning Working Group led by Director of Digital Learning is developing and implementing a university wide plan related to digital and online learning in collaboration with academic and service departments. They have created rubrics with best practices considerations to be used by faculty and chairs.



- Center for Teaching and Learning and the Library held a faculty workshop entitled "Frank Conversations about Academic Integrity", focused on our students' academic practices, including online.
- Faculty Development Day Theme in 2017 also focused on the topic of online learning. Library added collections (books and streaming films as well as journal articles) that are online and can be embedded directly into courses to support the online learner.
- Special Projects Grants have been provided for faculty willing to use Open Resource at no cost to students.

**1C4. Explore the creation of instituting a regularly-assessed digital literacy standard for our students to ensure all students are prepared for the present learning environment.**

- Digital literacy is entwined with information literacy. The Library teaches more than 200 information literacy classes each year with over 4,000 students participating.

**Objective 1D: Enhance and affirm student, faculty, and staff diversity as central to the Fitchburg State experience. Experiencing diversity expands perspectives, contributes to multicultural competence, and becomes a key element in attracting and retaining students, faculty, and staff.**

- Expanding Horizons Program Specifically serves first generation, low income, and/or students with disabilities. The students in the EHP program consistently demonstrate academic and social success. EHP staff consistently share their expertise about working with these populations as well as other populations to promote skill development among students and employees.

**1D1. Initiate a process to identify appropriate, feasible methods for faculty and staff hiring and student recruitment from underrepresented groups; adopt appropriate implementation strategies to increase faculty, staff and student diversity and retention.**

- Set diversity goals, work on diversity recruitment plan: A faculty was given 2 credits of release time to begin the laying out of our systematic plan.
- Joined the Leading for Change Higher Education Consortium; sent teams to the fall and spring summits; gathered and reviewed extensive diversity data; formed the Diversity and Equity Committee; conducted Campus Climate Survey and Focus Group
- Expanded hiring policy to include international candidates.
- Creation of job advertisements that stress bilingual, Spanish-speaking capabilities.
- Renewed partnerships with FHS and Sizer School to facilitate enrollment of underrepresented students.
- Received Community Foundation Grant to provide scholarships for underrepresented groups to attend our Summer Bridge Program.

## **1D2. Identify and support appropriate and ongoing efforts to further develop multi-cultural competencies in students, faculty, and staff.**

- Conducted Unit workshop on needs and barriers to student success in education; including candidates of color.
- Working on the development of campus Heritage Language & Culture Program.
- Selected library staff to investigate and develop new approaches to serving students with Autism Spectrum Disorder.
- Conducted a cultural competency session for all faculty at September 2016 Development Day.
- September 2018 Development Day focused on inclusive Classroom.
- Created "Cultural Competency for Educators", a one-credit graduate level professional development course which was offered at no charge to faculty and PreK-12 partners via a TESEL grant.
- The Division of Student Affairs developed and has provided to date a number of campus training sessions on Microaggressions.
- The Center for Diversity and Inclusiveness uses a "Diversity Framework" to intentionally guide programming and interaction with students. The core of this framework acknowledges individuals' differences with a four-tiered approach: Knowledge, Understanding, Acceptance and Behavior. CDI hosted over 29 social and educational programs/speakers/events with attendance over 2,234 student, staff & faculty attendees. Two highlights were the Inclusive Dialogues on Freedom of Expression and the concept of White Privilege. In addition, CDI revamped their annual CDI Student Retreat, collaborating for the first time with our sister institution Worcester State.
- Student Affairs is an active participant with the Leading for Change initiative.
- Disability Services, Expanding Horizons, and Career Services & Academic Advising collaborates to assure that all staff in these offices (including Peer Tutors) are screening and referring students to Disability Services.
- All Peer Tutors are trained on sensitivity to the needs of students with disabilities, as well as tips for assisting students with learning disabilities and on the autism spectrum.
- The Director of Disability Services presents a Center for Teaching and Learning workshop about inclusive instruction.
- Athletics
  - A Student-Athlete Satisfaction Survey is administered to guide conversation and action relative to students of diverse backgrounds.
  - The mix of student-athletes with various identities will be among the factors of focus for the recruitment plan in Athletics.
- Center for Diversity and Inclusivity
  - Increased hosted or co-hosted programs by 24%, with attendance increasing 16%.
  - Hosted two Crucial Conversations programs.
  - Among the most important work that the Coordinator does is provide a safe, brave, and welcoming space where students from many populations find "home" and receive active support from her and the student staff.

- Counseling Services
  - Clinical and supervision activities focus on the themes of diversity and inclusiveness because they so significantly impact the provision of psychotherapy.
  - Trained the staff on neurodiversity and working with students in the LGBTQ+ community.
  - The Satisfaction Survey indicated that 93% of respondents strongly agreed or agreed with the statement that “Counseling Services staff was sensitive to cultural and individual differences,” and none disagreed or strongly disagreed.
- Disability Services (All of their work focuses on supporting students with disabilities)
  - Collaborated on an emergency evacuation plan for resident students with disabilities.
  - Revised the intake form to include gender options and preferred pronouns.
  - Trained on Safe Zone for LGBTQ+ identities.
  - Shared expertise with Human Resources staff on professional standards/practice of hiring ASL interpreters for deaf faculty members.
  - Trained new faculty, adjunct faculty, the library staff, and at Faculty Development Day on various topics related to working with students with disabilities.
- Expanding Horizons Program (Specifically serves first generation, low income, and/or students with disabilities).
  - The students in the EHP program consistently demonstrate academic and social success.
  - EHP staff consistently share their expertise about working with these populations as well as other populations to promote skill development among students and employees.
- Housing and Residential Services
  - Trained the Resident Assistant staff on Implicit Bias and shared student-focused data from the Climate Survey.
  - Provided programming to residents on food insecurity and global citizenship.
  - Launched suite-style gender inclusive housing.
  - Student staff is intentionally reflective of the student population as a whole.
- Office of Student Development
  - Active exploration of bringing Latino/a Greek organizations to campus.
  - Gender inclusive bathroom signs added to Hammond Hall.
  - Strong support of our multicultural and LGBTQ+ organizations in providing programming to the campus and opportunities for growth and development for the student leaders.
  - Led the efforts at addressing food insecurity through the Falcon Bazaar and Swipe it Forward.
  - Assessed the number of non-English speaking callers to the Information Desk to determine the need for translation services or other methods of assisting the callers.
  - Student staff and major student leadership positions are reflective of the student population as a whole.

- Added Fall Orientation sessions on “Decoding College” geared to support First Generation students and a session on “I Too Am Fitchburg” about diversity and our values.
- Recreation Services (Student staff is intentionally reflective of the student population as a whole).
- Student Affairs (Diversity & Inclusivity Team)
  - Trained on Implicit Bias, the results of the Campus Climate Survey, and facts about diverse student populations.
  - Conducted a “listening tour” of all 13 Student Affairs Departments to engage in a focused conversation about diversity and inclusiveness, including departmental initiatives and accomplishments.
  - Increased the number of visibly diverse professional staff members in the division.
- University Police (Intentionally cultivates a staff that is reflective of many identities.
  - Trained officers on:
    - Using procedural justice to improve community relations.
    - Integrating communications, assessments, and tactics.
    - Communicating with the campus community.
    - University police are collaborating with Human Resources and Capital Planning to address issues related to classroom and office safety.
    - University police and Counseling Services have launched a new training program on mitigating and de-escalating threatening behavior.
- Upward Bound Math & Science (The focus of this program is on first generation and low income student populations).
  - These students receive daily structure, support, and a safe space that allows them some stability to pursue their dreams.
  - Many UBMS students graduate high school having earned Commonwealth Dual Enrollment Partnership credits that set them up for success with their education beyond high school.
- TRIO Programs (Work together to raise the visibility of first generation and low income students on campus).
  - Launched the inaugural First Generation Day.

**1D3. Increase the international student population by 20% at both the graduate and undergraduate levels.**

	AY14	AY15	AY16	AY17	AY18	AY19	AY20
<b>International Student Enrollments</b>	<b>106</b>	<b>96</b>	<b>92</b>	<b>95</b>	<b>102</b>	<b>109</b>	<b>130</b>
Undergraduate	27	19	21	21	19	23	24
Graduate	79	77	71	74	83	86	106

- Restructured various international student events and processes to promote greater transition and retention of international students.
- Eliminated several admissions documents that were previously required prior to acceptance that are now required after acceptance.
- Several initiatives started to build community and facilitate integration into campus life.
- International students participated in a women’s panel as part of Women’s History Month.
- The International Student Organization (ISO) on campus was created.
- Gathered students, faculty and community to celebrate diversity through a flag march as part of the President’s Inauguration.
- Developed a graduate recruitment planning committee to create and implement recruitment strategies.
- Articulation agreement with Shanghai University, China being created that facilitates acceptance of approximately 20 Chinese students to Fitchburg State annually.
- Conducting research on potential use of agents for recruitment of students.
- Re-established World Integrated Nation (WIN) as a student organization; facilitates International Student campus integration.
- Implemented Eship mailing services to improve process of sending I-20 and materials to allow more time to secure F-1 visas.

**1D4. Increase opportunities for study abroad partnerships, faculty exchanges, and trips.**

- Formed partnership with AUIA International Summer School that provides opportunities for faculty to teach in Shanghai China in summer and students to participate. Pilot program summer 2019 offered with 12 faculty, 17 courses, 89 students and 168 enrollments.
- Study Abroad Opportunities:
  - Developed a new exchange agreement with Yamaguchi University.
  - Signed Affiliation Agreement with Assumption College to all Fitchburg State students to participate in their Rome study abroad program.
  - Developed new faculty-led study abroad programs in Kleve, Germany; Krakow, Poland; and Tokyo, Japan, Ghana and Costa Rica.
  - Created Faculty Handbook for faculty-led study abroad programs
  - Conducted a "call for proposals" to faculty to develop a 4-year study abroad schedule which resulted in adding new locations between 2020 and 2023 including Greece, Jordan, Peru, Canada, and Dominican Republic.

- Hosted International Delegations to increase international collaborations and study abroad opportunities. Delegations from Stuttgart, Germany, Rhine-Waal University.
- Established partnership with Reitaku University in Japan.
- OIE and Campus Police collaborating to update Study Abroad Emergency Response Plan
- Participated in two site visits in Europe to evaluate API and CIE programs as potential sites for additional study abroad programs.
- Developed and supported submission to Institute of International Education for Generation Study Abroad for scholarships to encourage students to go abroad who would otherwise not participate in an international experience. Distributed \$32,000 per year in support of student international experiential learning opportunities.

**1D5. Increase the enrollments of Hispanic students to equal or surpass our state peers in order to better reflect and represent the local community.**

Hispanic Student Retention Rates							
<b>Fitchburg State University</b>	<b>8.9%</b>	<b>9.8%</b>	<b>10.9%</b>	<b>11.2%</b>	<b>12.4%</b>	<b>12.6%</b>	<b>12.4%</b>
State University Highest	10.6%	11.7%	12.3%	14.2%	15.9%	17.7%	19.5%
State University Average	7.6%	8.5%	9.0%	9.9%	11.1%	11.8%	12.2%
Cohort	fall 2013	fall 2014	fall 2015	fall 2016	fall 2017	fall 2018	fall 2019

- Diversity committee of the Education unit developing a recruitment and retention plan.
- Secured PIF Grant for the mentorship of incoming male Hispanic students.
- Partnering with FHS Honors Academy to facilitate enrollment of diverse students.
- Received state designation as an Early College program to facilitate college enrollment of underrepresented student populations. Partner consortium of FSU, MWCC, LHS, FHS, Gardner, Sizer (\$140,000 in planning funds in 2019).
- Bilingual admissions counselor specifically targeted more schools in metro-Boston area.
- Travel piece is available in Spanish as an option.
- Bilingual admissions counselor continues to work with high schools with large Latino populations.
- Developed, submitted and administered Commonwealth Dual Enrollment Partnership (CDEP funding at \$40,000 per year. Supports partnership with FHS Honors Academy, Upward Bound, Upward Bound Math & Science, Sizer, FHS and LHS to facilitate enrollment of diverse students. Five-year average student demographics = 18% African American; 25% Hispanic/Latino; 74% low-income; 63% first generation.
- Developed, submitted and support Upward Bound and Upward Bound Math and Science programs (~\$400,000 and ~\$275,000 annually) partner with FHS and LHS to serve first generation, low-income students in these districts. Hispanic and African American students comprise the majority in this program.

**1D6. Increase the six-year graduation rate of Hispanic students to halve the current achievement gap.**

<b>Hispanic Student Graduation Rates</b>						
<b>44%</b>	<b>44%</b>	<b>32%</b>	<b>31%</b>	<b>50%</b>	<b>54%</b>	<b>54%</b>
fall 2007 cohort	fall 2008 cohort	fall 2009 cohort	fall 2010 cohort	fall 2011 cohort	fall 2012 cohort	fall 2013 cohort

**GOAL 2: PROMOTE STUDENT SUCCESS BY BREAKING DOWN BARRIERS**

**Objective 2A: Evaluate obstacles to retention and completion through the analysis of student data and the creation of campaigns to address identified barriers.**

**2A1. Effectively use data from the Student Success Collaborative (SSC) to identify opportunities to break down barriers to student success.**

Implemented SSC:

- Implemented Enrollment Census; implemented Progress Reports for Attendance and Deficient Midterm Grade reporting; faculty participation in attendance reporting increased 7.5 fold, submitting 9,333 records; faculty participation in deficient midterm grade reporting increased 1.5 fold, submitting 8,174 records; implemented Alerts & Cases for tutoring, coaching, financial aid and attendance; Continued SSC Faculty Fellows;
- Included SSC data as a required reporting item in the academic department annual assessment report; increased utilization to 6,744 advising appointments; achieved 88% faculty utilization; instituted SSC Faculty Fellows; implemented the student-facing side of SSC which included six new student service offices. Incorporated CSI at-risk data into SSC; developed at-risk model and identified students via SSC; achieved 78% faculty utilization rate; launched the Institution Reports which replaced the predictive workbooks.
- Validated and built to FSU specifications the SSC advising platform and two iterations of the predictive workbooks. Developed the framework for the Success Markers; collaborated with eight academic departments on interpretation and utilization of data; established the Faculty Data Advisory Group; released predictive workbooks to the deans and department chairs; launched advising platform to faculty in January with 40% utilization achieved during spring advising; used SSC data to inform three AUC proposals; distributed SSC data to departments undergoing Program Review in AY 1617. Provided Stop-Out data from SSC and the Clearinghouse to the academic departments.
- Career Counseling and Academic Advising Center (CCAC) and Peer Services have implemented SSC Campus for the scheduling of appointments and use the platform to run deficiency grade and attendance campaigns. Use SSC Navigate to track attendance at tutoring, coaching, and advising meetings.

- Expanded the collection and dissemination of other student success data
- Revised annual Phase I Data into Department Trend Data, which included retention data; required departments to report on one data trend in the annual assessment report; established online report and data request system; continued to administer RNL CSI to incoming freshmen; incorporated CSI at-risk data into SSC platform; implemented RNL MYSA; continued to administer NSSE survey; administered Campus Climate Survey; disseminated DFW and credit accumulation data.
- Student Success Collaborative (SSC) information has been instrumental in the academic advising that the Athletic Coaches give their students as well as in the work of the CARE Team.
- SSC information also informed the work of the ad hoc committee that hears academic standing appeals
- Housing and Residential Services implemented the scheduling widget. In addition, they regularly use the information in SSC when they meet with students in case management, conduct, welfare checks, etc.

**2A2. Continue to refine the approach to remedial education to reduce the need for, and time spent in, courses which do not count toward graduation.**

- Supplemental Instruction pilot in math was expanded. Part of a state-wide initiative to bring co-requisite remediation to scale. Full-implementation of the BHE A1 HS GPA Pilot took place in 18-19. All first-year pathway courses had a co-requisite or fourth hour in 18-19. Developmental mathematics reduced to 1-semester course for 18-19. Quantitative Reasoning course first offered in 18-19.
- Developed and implemented an alternative math placement pilot during AY2017 including a consideration of an alternative placement exam. Placement for 18-19 included full implementation of the BHE A1 HS GPA Pilot.
- Redesigned Precalculus to an emporium model using the evidence and best practices developed through our developmental math redesign.
- A mathematics course substitution policy for students with specific identified mathematics disabilities was drafted by Disability Services staff in conjunction with the Math Department.
- Supported development, submission and administration of PIF FY18 (\$82,239) to redesign first-year math pathways for student, especially those who would traditionally place into developmental math
- Summer Bridge
  - This program is quite effective at helping students who are Category 4 matriculate into the Fall semester.
  - Developed, submitted and provided support for two grants for Bridge Scholarships for first generation low-income students to attend Summer Bridge and scholarship for completers for 4 years (\$85,000)

**2A3. Explore the use of professional advising to build a foundation of student success.**



- Career and Advising Centers were merged into one, the Career Counseling and Advising Center. The CCAC has completed the hiring of two additional personnel, doubling its staff, and has developed (with the aid of the Student Success Task Force) an annual calendar of student success interventions. Based on recent assessment, the department was restructured and academic coaching was placed into the tutor center. The newly-christened Career Services and Advising Center will now have 2 professional advisors.

**2A4. Build on and expand our current practice of “proactive advising” to increase student success based on data-driven target populations.**

- In conjunction with the OIRP, the CCAC has developed an internal risk model that will be deployed each year in the student success interventions.
- In coordination with the academic deans, the university scaled out implementation of the Academic Interests and Motivations (AIMs) beginning in the summer, 2017, orientation.
- Developed Liberal A&S AIMs that were vetted by departments.
- PIF Grant for the mentorship of incoming male Hispanic students.
- GCE established an Inactive Student Outreach program to increase retention and completion rates.
- Hired a Recruitment and Retention Specialist in GCE.
- EHP and the Career Services & Academic Advising Center streamlined protocols to provide support to students on probation and pre-majors who are also EHP participants. The goal is to prevent duplication of services and burdening students with additional advising requirements.
- Athletics
  - Athletics is exploring department-wide study hall and academic monitoring programs, as well as ensuring the recruitment of academically prepared student-athletes.
- Case Management through the CARE Team (Dean of Students)
- Multiple offices across the institution have supported the implementation of the status “Academic Warning”.
  - Counseling Services using Mid-Semester Grade Deficiency Reports to cross-reference against clinical caseloads and using data as appropriate to inform clinicians’ interactions with clientele.
- Disability Services
  - Clarified “Medically Excused Absence” accommodations process. Communication among all parties is improved and accommodations are managed more effectively.
- Health Services
  - Implemented two mental health screening tools in 2018-19 to identify symptoms of anxiety and depression to promote early identification and treatment.
- Housing and Residential Services

- Professional staff connected individually with residential students who were on the mid-term grade deficiency list.
- Staff play an active role in case management via the CARE Team.
- Launched the **Residence Hall Association**, a student-led effort to initiate and support engagement programs as well as recommend suggestions on how to improve housing, dining, and facilities

**2A5. As a result of the above actions, we plan to reach and maintain a retention rate of 80%.**

<b>Retention Rates</b>						
<b>78.5%</b>	<b>77.6%</b>	<b>75.0%</b>	<b>75.2%</b>	<b>78.4%</b>	<b>73.4%</b>	<b>73.6%</b>
fall 2012 cohort	fall 2013 cohort	fall 2014 cohort	fall 2015 cohort	fall 2016 cohort	fall 2017 cohort	fall 2018 cohort

- EHP has a retention rate of between 98-99%.
- Students released from HNS majors in Biology, Chemistry, Nursing and Exercise and Sports Science are referred to, and automatically contacted by, coaches in the Career Counseling and Advising Center.

**2A6. As a result of the above actions, we plan to increase our overall six-year graduation rate by 5%.**

<b>6-Year Graduation Rates</b>						
<b>50%</b>	<b>57%</b>	<b>53%</b>	<b>54%</b>	<b>60%</b>	<b>61%</b>	<b>58%</b>
fall 2007 cohort	fall 2008 cohort	fall 2009 cohort	fall 2010 cohort	fall 2011 cohort	fall 2012 cohort	fall 2013 cohort

- EHP has a six-year graduation rate of 67-82%.

**Objective 2B: Expand the use of high-impact practices, which break down barriers to student success.**

- Student Affairs staff are active collaborators with Academic Affairs in shaping our new First Year Experience program.
  - The First Year Residential Experience (FYRE) Program hosted 10 programs.
- Living Learning Communities continue to be strengthened.

- The STEM LLC has been the result of strong collaboration with academic partners in the STEM and Health Sciences program and Housing & Residential Services.
- Housing & Residential Services is collaborating on another new LLC for Fall 2018 tied to the Honors Program. In addition, we will continue to refine and make the CJ Police Concentration cohort a true LLC in future years.

**2B1. Develop a freshman year experience proposal to be presented to the AUC in the fall of 2016.**

- First Year Experience Course created
- The Library completed the final phase of a four-part interactive tutorial development project aimed at introducing first year students to information literacy concepts through the FYE program.

**2B2. Bring cohesion to all academic programs by requiring a senior capstone experience, portfolio, or internship to align with workforce values by fall of 2016.**

- Added senior seminar capstone in Economics program in FA18; all programs in A&S now, save one, require a dedicated capstone.

**2B3. Increase opportunities for community-based student research, service learning, and community-based learning and develop a central university point of contact for internships under the expanded mission of the Crocker Center for Civic Engagement.**

- Collaborated with LifeCare Centers of America to develop a music therapy service learning program.
- Designated the Crocker Center coordinator as the internship contact and established grant monies for students for community-based work opportunities.
- MAA after School Piano Class program.
- Continued placing students from professional programs (CJ, HMSV, COMM MEDIA, Poli Sci) into applied internships. A&S faculty continue to develop relationships w/community agencies for student practicum & internship experiences.
- Provide funding opportunities within the Crocker Center budget to facilitate student service learning work within the community.
- Community Scholarship Program: Launched a Community Scholarship Program between Provost's Office, Crocker Center, and community leaders and organizations to facilitate University/Community Research Projects with faculty and students.
- Developed and support grant funding for 3-year Student Faculty Collaborative Research project (~100,000 per year).

**Objective 2C: Ensure student support services are adequate to meet the needs of our current and future students.**

- EHP serve 165 students per year and is a model for successfully serving students representative of our population.
- Degreeworks. All students can see an up-to-date and immediate snapshot of their academic performance and requirements and obtain a list of classes that will need to be completed for their degree - or even what other majors they might switch to easily.
- **2C1. Examine the current model of Student and Academic Life and evaluate the utilization of resources and the function of each area to better ascertain how student services are currently delivered, decrease redundancies, and better orchestrate the delivery of services.**
- Continue to examine the career services offerings to ensure proper support for students and alumni.
- First Year Experience course folds in career counseling as part of the credit-bearing course.
- Development of a four-year career-services curriculum, scaffolded from the FYE forward.
- Developing a continuous improvement assessment process looking at the perceptions of GCE students to understand service and advising gaps specific to this population of students.
- Worked with Noel Levitz to conduct the adult student priorities survey.
- Dean of Student and Academic Life position transitioned to Vice President for Student Affairs.
- The Division launched three cross-departmental teams to assist in focusing on important university and divisional priorities that include assessment, diversity and inclusiveness and professional development and recognition.
- The Office of Student Development was restructured providing significant improvements in opportunities for and service to students.
- A draft of a 3-year Commuter Strategic Plan has been developed and is under review.
- Implemented cross-divisional teams to address topics such as academic standing appeals and Clery compliance.
- The departments of Athletics and Recreation have merged into a single unit.
- The administrative assistant to the Dean of Students position has been changed to be a Case Manager designed to provide intrusive and high touch assistance to students who find themselves in complex or difficult situations with the hope that they will be better able to navigate the situation and continue to make academic progress.
- Several initiatives are in the offing in 2019-20 that will continue to improve our effectiveness:
  - The value of on-campus living will be a continuous marketing campaign
  - Housing and Residential Services is implementing collateral assignments to provide additional professional development for graduate students and professionals

- The cultivation of affinity communities and other Residential Learning Community options will continue
- Recreation Services will examine alternative ways to engage today's student in recreational activities beyond intramural sports
- Athletics and Recreation, Student Development, and Information Technology will explore the possibility of adding Esports at Fitchburg State
- Greek Life will launch an Accreditation Program
- "Until Help Arrives" and "De-Escalation and Mitigation Strategies" workshops will be launched
- Several departments will expand their use of social media to engage with students
- Emergency Support Functions documents will be finalized across campus, led by the Emergency Management Team
- University Police is working toward Accreditation with the International Association of Campus Law Enforcement Administrators
- Expanding Horizons will submit its next application for the 2020-2025 Federal Grant Competition for funding
- The Dean of Students will conduct a thorough review of the Summer Bridge Program to determine the extent to which it accomplishes its goals and make suggestions for revisions or a different path
- Disability Services will transition its database to Maxient
- Counseling Services will implement a number of strategies to manage an increasing caseload and higher acuity while maintaining appropriate clinical standards of practice

**2C2. Examine the career services offerings to ensure proper support for students and alumni.**

- First Year Experience course folds in career counseling as part of the credit-bearing course.
- Development of a four-year career-services curriculum, scaffolded from the FYE forward.

**2C3. Provide specific training for faculty and staff regarding the needs of diverse student populations with an eye toward creating a safe and accepting campus community for all, and including topics such as health and wellness, Title IX, ADA, differentiated instruction, English Language Learners, and cultural awareness.**

- Please also see Objective 1D2.

- University Police and Housing & Residential Services provide annual training for staff and student staff in regards to Title IX situations and cultural awareness.
- Human Resources and the Dean of Students Office collaborate to build a trained pool of Title IX investigators.
- Student Affairs staff have sessions to better understand and meet the needs of transgender students.
- Counseling Services trains faculty, staff, and student leaders on QPR, a method to identify and refer people who are in danger of committing suicide.
- The Assistant Deans visit academic departments and others to remind about the CARE Team and the red folder and give strategies about working with students of concern and students in crisis.

### **GOAL 3: BUILD A UNIVERSITY COMMUNITY THAT EMBRACES CIVIC AND GLOBAL RESPONSIBILITY**

The viability of the university is inextricably linked to the economic health and development of the city and the region. Accordingly, we are committed to high-impact practices such as service learning and internship opportunities, which have proven to be impactful to current students, supportive of the local and regional economy, and important as recruiting tools.

#### **Objective 3A: Collaborate and align with local business, industry, educational, extended campus, and cultural partners on community-based projects and internships.**

- See 1D5 – North Central Massachusetts Early College Academy has a business/industry collaboration to assist with career pathway development.
- Supported the development, submission and administration of two grants for Teacher Externships with industry to improve teaching and curriculum connections to industry standards (~\$400,000 each).
- Supported development, submission and administration of several grants to MassHumanities for community-based projects.

#### **3A1. Support educational initiatives that extend and apply civic learning to regional, national and international settings.**

- Developed Campus Compact Civic Engagement Action Plan
- Outreach and collaboration with Fitchburg and Leominster High Schools:
- Joined choirs to present several selections for the Winter Concert 2016.
- Participated in community reading at local schools.
- CMLP, FSU, and McKay Arts Academy developed After School Group Piano Lessons and Music Lesson Scholarship.
- Community Read brings together local public libraries, local high schools and the University in a shared intellectual pursuit.
- Civic Engagement Courses. Identified based on the DHE Rubrics

- LA&S Council. Included civic learning as part of the program revision
- Alumni incorporated alumni into departmental and orientation events.

**3A2. Enhance efforts by faculty, staff and administrators to use knowledge and expertise in community service to appropriate regional partners.**

- Created McKay Arts Academy after School Piano Class Program with FSU students volunteering time.
- Created McKay Arts Academy Music Scholarship for private lesson instruction with FSU staff, faculty, and student volunteers.
- COMM 3470 students produced catalogues for 2 FAM exhibits; Marketing Team worked with FAM as client to produce Marketing Plan to address lack of student awareness of FAM; two other Marketing Teams implemented that campaign/plan in SP19. Supported community engagement collaboration between CIC and FAM on film series, SP19.
- Creation of a new Faculty Service Award that encourages and recognizes service to the community.

**3A3. Develop strategies to increase and coordinate community partnerships and alumni capacities, particularly as they might embrace changing demographics, in order to provide structure and capacity for civic learning, internships, and career development. Connect with alumni early in their careers to get them involved with current students and to keep them engaged with the university.**

- Alumni Affairs coordinates alumni career nights, recruited alumni to open houses, future falcon events, and panels, and organized events and surveys on campus and regionally
- 34 on campus events engaged over 700 alumni per year.
- Distribute Contact magazine twice a year to over 38,000 alumni.
- E-newsletter to 13,455 alumni with a 22% open rate.
- Health and Natural Sciences newsletter with a 21% open rate.

**Objective 3B: Promote the economic, social, and cultural health and development of the City of Fitchburg and the region.**

**3B1. Explore the creation of an entrepreneurship center to spur job creation.**

- Worked with Next Street to develop Theater Block space. Completed design and renovation for Game Studio space in Theater Block.
- Incorporated use of Game Studio in Theatre Block into academic programming.
- Signed MOU with Fitchburg Art Museum.

**3B2. Explore childcare opportunities at the university and in the community.**

- Purchased building and exploring the possibility of childcare (66 Day Street)

**3B3. Promote the City of Fitchburg's designation as a cultural arts district.**

- Regularly convene meetings (ReImagine North of Main, Fitchburg Plan, Cultural Council, etc.)

**3B4. Expand housing opportunities for faculty, students, and staff in the university neighborhood.**

- Have built faculty/staff housing on Highland Ave

**3B5. Establish goals and clear procedures for welcoming community members to university facilities and cultural events.**

- Regularly advertise campus events and host community participants on campus.

**3B6. Emphasize and expand the university’s commitment to reducing our carbon footprint, and educate the community about this commitment.**

- Renovation efforts on campus have green initiatives and carbon reduction in mind.
- Green IT initiative. IT purchases must be compliant with a Green IT standard (Energy Star compliant).

**GOAL 4. GROW AND STRATEGICALLY ALIGN FITCHBURG STATE'S RESOURCES**

**Objective 4A:** Consistent with the academic and intellectual aspirations of Goal 1, pursue opportunities to increase existing revenue and identify new revenue streams, including new program development, recruitment, retention, and overall enrollment strategies.

- The Library canceled low-usage databases, freeing up money to buy much needed resources.
- CPS Advisory Board created.
- See 1A3 – EHP has a retention rate of 98-99% significantly higher than the university and serves as a model for best practices. This increased retention rate translates directly into tuition and fees to the university.
- See 1D5 – North Central Massachusetts Early College Academy with its intentional pathways will result in increased enrollment from partner schools. CDEP partnerships expose high school students to FSU campus and classes.

**4A1. Identify specific multi-year enrollment targets for all student populations, which will provide sufficient funding to meet the needs of the university.**

- GCE programs have established annual enrollment goals beginning and work on setting multi-year enrollment goals.



**4A2. Review graduate, undergraduate day, and evening offerings to determine appropriate expansion as well as consolidation.**

- Closure of several low enrolled programs including MAT programs.
- MED in Middle School for Math/Science and Humanities; MED Technology Ed; MAT Biology; MAT History; BS in CJ (evening only).
- New programs in GCE.
- New MED in Middle School initial licensure programs (Math, English, History, Gen Science concentrations); Dyslexia Specialist in MED SPED Guided Studies.
- Created Program Area of Study for Middle/Secondary Education; collective core curriculum for all programs created for state-mandated expanded licensure of grades 5 through 12.
- Moved Technical Theater from Industrial Technology to the Comm Media Dept.
- Revised the Women's Studies Minor.
- Developed an ASL minor.
- Commonwealth Commitment: Identified programs for Commonwealth Commitment (statewide 2+2)

**4A3. Expand and cultivate graduate and undergraduate Extended Campus partnerships and connections to increase course and program offerings.**

- New agreements with Adult and Community Education of Martha's Vineyard to offer an M.Ed. in Curriculum and Teaching degree to educators on the island. Additional partnerships established with Teachers 21, Brookline and Groton-Dunstable Public Schools.
- Public Consulting Group for Education out of Boston
- Expanded programs with the Lowell Public Schools to offering licensure programs in ESL and Special Education.

**4A4. Offer an extensive array of professional development opportunities such as graduate courses, workshops, and conferences for educators, business people, healthcare and other working professionals through the Center for Professional Studies (CPS).**

- Work is underway to identify professional development non-credit programming opportunities in fields such as business, healthcare, law enforcement.
- Opportunities for educators are continuing and an online MTEL prep workshop was offered in 2017 in addition to ESL.
- SEI program with Leominster Public Schools.
- The Center for Police Professionals at Fitchburg State University is in the early phases of development. A joint collaboration between the Center of Professional Studies, the Crocker Center for Civic Engagement, the Criminal Justice Program, the Fitchburg State University Police Academy, the University Police Department and several external public safety professionals, this program is designed to bring police related training and professional development to North Central Massachusetts. Some of the trainings this

group currently offers include: Police Mountain Bike Training (PMBT), Rape Aggression Defense (RAD) instructor certification, and the Next Generation Leadership Summit. One of the primary objectives of this initiative is to enhance industry confidence in the Police Concentration Program.

- Supported the submission of Master Agreement and Professional Development Institute grants by the CPS to the Department of Elementary and Secondary Education. (~\$470,000 over 5 years)

**4A5. Consider the implementation of differential fee structures for high-cost, high-demand courses and programs.**

- Initial steps taken with lab fees; more to be done with high-cost offerings such as clinical experience, practicums, etc.
- Lab fees implemented in Comm Media.

**4A6. Explore the viability of increased recruitment of out-of-state students.**

- The University was officially SARA approved and joined the SARA membership on August 17, 2018 allowing for expansion of student recruitment to all US states for online programs.
- Increased and targeted recruitment now occurs for out-of-state students.

**4A7. Collaborate system wide to find different paths for students to complete degrees.**

- Hosted Distance Language Learning Workshop.
- Represented on the MWCC Advisory Board
- Compiled a set of Best Practices to share with all collaborating universities.
- Reviewed transfer pathways to liberal arts programs at 4-year institutions.
- Conducting planning sessions with area 2- and 4-year deans of Arts/Humanities to formalize a Collaborative Language Program.

**4A8: Close the structural budget deficit through reductions in spending, increased efficiencies and/or attrition.**

The structural deficit was reduced from approximately \$3 million to \$1.4 million, but reverted back in the most recent year consistent with enrollment decline.

**Objective 4B: Centralized and revitalize the marketing operations of the university.**

**4B1: Identify a central decision-maker to lead all marketing and communication efforts at the university.**

Marketing has been centralized and is being led by the Executive Director of Marketing and Integrated Communications.

**4B2: conduct and audit of current marketing and communications procedures to identify challenges, deficiencies, and redundancies in the current system.**

Undergoing a comprehensive redesign of the university website.

Completing redesign of the university viewbook.

Developed of Spanish language materials.

Redesign of Contact Magazine.

Online holiday cards increasing alumni reach

**Objective 4C: Increase the financial resources available to the university through philanthropy, both to support strategic initiatives and to strengthen our financial position.**

The Alumni and Development Office and Grant Center’s pursuit and support of external funding was directly aligned to support the strategic plan with the greatest impact coming from grants secured and the “Intent to Apply for External Funding” required that faculty and staff pursuing funding make the linkage to the strategic plan and institutional priorities resulting in \$5,216,330 in external grant funding, \$2,787,896 in donations, and \$1,329,968 in scholarships distributed.

EXTERNAL GRANT FUNDING

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FISCAL YEAR	PRIVATE TOTAL	FEDERAL GOVERNMENT TOTAL	STATE GOVERNMENT TOTAL	YEAR END TOTAL
FY 16	\$87,492	\$1,195,885	\$315,362	\$1,558,739
FY 17	\$133,033	\$944,804	\$147,542	\$1,125,379
FY 18	\$163,950	\$776,752	\$144,896	\$968,099
FY 19	\$85,652	\$955,439	\$608,675	\$1,564,113
Total	\$470,127	\$3,872,880	\$1,216,475	<b>\$5,216,330</b>

ANNUAL FUNDRAISING BASELINE

<i>Category</i>	<i>FY16</i>	<i>FY17</i>	<i>FY18</i>	<i>FY19</i>
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	\$\$	\$\$	\$\$	\$\$
<b><i>GIVING BY AUDIENCE:</i></b>				
Alumni	\$242,278	\$243,891	\$191,906	\$191,177
Current Parent	\$705	\$860	\$1,120	\$1,530
Other Individuals	\$107,606	\$152,329	\$353,990	\$179,654
Corporations	\$69,684	\$128,329	\$58,013	\$79,852
Other	\$63,414	\$44,914	\$104,426	\$102,091
<b><i>Total by audience:</i></b>	<b><i>\$483,687</i></b>	<b><i>\$570,323</i></b>	<b><i>\$709,455</i></b>	<b><i>\$554,304</i></b>

SCHOLARSHIP DISTRIBUTION

FISCAL YEAR	STUDENT NUMBER	PAID AMOUNT TOTAL
FY 16	207	\$279,783.09
FY 17	227	\$337,615.00
FY 18	212	\$323,485.00
FY 19	244	\$389,085.00
Total	890	<b>\$1,329,968</b>