

A new position was created in SGOCE to support operations. Director of Operations.	The search for this position began in April 2022. We are in the process of filling this position.
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Overall, there were a number of changing positions that required all members of the team to take on additional work throughout the year while also managing the expanded growth of our student body and new prospective students.

III Facilities/Equipment:

List any new facilities/equipment/software etc. acquired during 20-21.

Purchased live streaming camera for the CPS classroom to facilitate hybrid meetings and trainings

IV Budget Expenditure Analysis:

Was the budget expended as planned? Were additions/changes made, and if so, explain.

Salary increases for staff and faculty were approved across the board and that will have budget implications across the board. To account for these increased costs we did submit a request to increase tuition and this request was approved for the FY23 fiscal year.

V Programs/Activities:

List major campus activities, events etc. that the office participated in/supported; committees served; community outreach; etc. List events provided to current and prospective students. Also, provide professional development of all staff.

Activity or Event	Description
New Programs Approved	<p>2 new MBA concentrations and 2 new MBA certificate programs were approved in Fall 2021, a concentration in Business Analytics to begin in Fall A 2022 and a concentration in Finance to begin in Fall B 2022.</p> <p>The M.S. Online Criminal Justice program was re-opened to accept students at the Masters level beginning fall 2022. Currently only 4+1 students are allowed to begin the masters program.</p> <p>The Certificate in Vocational Teaching Training was approved at the graduate level to be offered beginning fall 2022. Currently this certificate is only available at the undergraduate level.</p> <p>A new Masters of Science program in Construction Management was approved to begin in Fall 2023 pending DHE approval.</p>
Created a Holistic Admissions Committee for SGOCE	SGOCE staff representatives along with faculty representatives convened in March to assess the

	<p>current application form and review process. This will assist in creating an intentionally holistic admission process and work to eliminate potential bias. The work of this committee will continue into next year.</p>
<p>A New policy for withdrawal and a New policy for Leave of Absence were approved.</p>	<p>These new policies will allow us to better track and communication with students who step out of the program for a semester or more for specific reasons and who have requested a leave of absences. The Withdrawal process will also assist us in keeping our list of current student students updated and allow for a better mechanism for analyzing student withdrawal reasons.</p>
<p>Noel Levitz Adult Student Priorities Survey</p>	<ul style="list-style-type: none"> ● The bi-annual Ruffalo Noel Levitz adult learner survey was completed in February 2022
<p>Process improvements for CPS and Extended Campus</p>	<p>The Center for Professional Studies eliminated their paper course registration process and began using Marketplace as their main registration system in spring 2022.</p> <p>The Extended Campus Office eliminated the paper Extended Campus Agency LOA process and moved to the use of Dynamic Forms in the fall of 2021.</p>
<p>Prospective student specific events such as information sessions for programs, application workshops and school open house events. (All virtual events)</p>	<p>Fall 2021</p> <ul style="list-style-type: none"> ● <i>Attended 2 face-to-face external and 1 on-campus face-to-face events</i> ● 4 Virtual events held for prospective students in Fall 2021 (including program specific events, open houses and information sessions); <i>350 total registrations, 143 total attendees</i> ● Webinar week to draw interest to our pre-recorded events <p>Spring 2022</p> <ul style="list-style-type: none"> ● Launched a new monthly recruitment event titled “Ask Me Anything” Zoom drop-in sessions beginning. ● Hosted an International Student Graduate Application Workshop: 34 attendees and 74 registrants ● External events included: Taste of Nashoba (March), Fitchburg State Career Fair (March),

	<p>NEGAP Online Graduate Virtual Fair (March), NEGAP Computer Science Graduate Virtual Fair (April), NEGAP Education Graduate Virtual Fair (April), Fitchburg State Graduate Fair (April)</p> <ul style="list-style-type: none"> ● Program specific virtual events: ● Special Education Programs Information Session (2/24): 17 attendees and 44 registrants ● TESL Certificate Program Info Session (3/10): 7 attendees and 20 registrations ● Graduate Virtual Open House (3/23): 62 attendees and 165 registrations ● Graduate Application Workshop (4/23): 28 attendees and 105 registrations ● Total event attendees: 148 Total event registration: 408
<p>CPS Programming Offered This Year</p>	<ul style="list-style-type: none"> ● Fall 2021 ● Exploring the Complexity of Culture and Bias in the Workplace (new course) ● Advanced Placement Summer Institute ● Supporting LGBTQIA+ and Gender Diverse Students in a K-12 Environment ● Continued year-two of Leominster Credit Union staff training program ● Supporting Young Children with Autism- (partnership with AANE) ● MTEL Preparation Workshops (partnership with the School of Education) ● Topics: Occupational Education Externship (partnership with the School of Engineering and Technology) ● Google Educator –Duxbury Public Schools ● Empowering Learners in our Digital World–Duxbury Public Schools ● New Teacher Induction—Whitman Hanson Regional School District ● Design Curriculum with Best Practices—Lunenburg Public Schools ● Applied Management–Financial Vocational Technical–MAVA ● Other Activities <ul style="list-style-type: none"> ● Worked with Executive Director of the Nashoba Valley Chamber of Commerce to establish an Education & Workforce Roundtable that includes Lawrence

	<p>Academy, Mount Wachusett Community College, Nashoba Valley Technical High School, MassHire North Central Career Center, Shriver Job Corps Center, Montachusett Regional Vocational Technical School, and Ayer Shirley Regional High School.</p> <ul style="list-style-type: none"> ● Spring 2022 Programs ● Executive Office of Housing and Economic Development Grant <ul style="list-style-type: none"> ○ <i>ServSafe Manager Certification</i>–10 students ○ <i>Nonprofit Management Certificate</i>–12 students ● Leominster Credit Union Leadership Training continued (ends July 2022) ● MTEL Preparation Courses (non-degree students) ● Asperger/Autism Network <ul style="list-style-type: none"> ○ <i>Early Identification and Supports for Young Children with Autism</i> ○ <i>Adverse Childhood Experiences: Learning about the Impact of Children and the Effect on Education</i> ● Berkshire County School Counselors <ul style="list-style-type: none"> ○ <i>Professional Seminar: School Counseling & Student Support Fostering Resilience and Recovery</i> ● Other Activities ● Participated in several North Central Massachusetts Chamber of Commerce events including Young Professionals of North Central Massachusetts: Mark, Set, Go (1/25/22), Good Morning North Central (3/11/22), and Connect North Central (4/29/22) ● Participated in several Nashoba Valley Chamber of Commerce events including Virtual Multi-Chamber Networking Mixer (1/26/22), Virtual 4 Chamber Speed Networking Event (2/18/22), and Taste of Nashoba (3/22/22) ● Researched and coordinated University’s new membership to the Greater Gardner Chamber, serving as the University’s principal contact ● Worked with Executive Director of the Nashoba Valley Chamber of Commerce to help establish an Education & Workforce Roundtable that includes Lawrence Academy, Mount Wachusett
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	Community College, Nashoba Valley Technical High School, MassHire North Central Career Center, Shriver Job Corps Center, Montachusett Regional Vocational Technical School, and Ayer Shirley Regional High School
Extended Campus Activities	<p>Fall 2021</p> <ul style="list-style-type: none"> ● Lowell Public Schools–CAGS in EDLM non-licensure ● ACCEPT Collaborative–M.Ed. in EDLM Assistant Principal/Principal non-licensure concentration ● Massachusetts School Administrators Association—CAGS in IDIS and M.Ed. in EDLM Assistant Principal/Principal non-licensure concentration ● Collaborative for Educational Services—M.Ed. in EDLM Assistant Principal/Principal non-licensure concentration ● AC Goldberg—Speech Language Pathology/Transplaining (new partner) ● Praxis Educational Consulting (new partner) <p>Spring 2022 New degree cohorts: Lowell: CAGS in EDLM non-licensure program—57 admitted students MAVA: M.Ed. in Curriculum and Teaching (in progress)</p> <p>New partnerships: Edu-Odyssey</p>
Community Music Program	In the fall of 2021 the Community Music Lesson Program offered face-to-face and virtual music lessons to 25 students. In the fall of 2020 15 individuals participated.
ALFA	Fall 2021

	<p>41 courses were offered, all done online via Zoom</p> <ul style="list-style-type: none"> ● 79% of seats filled - 482 seats filled out of 610 available seats. ● 226 people registered for courses ranging in age from 34 -93. ● From 58 towns & 13 states including California, Massachusetts, South Carolina, Florida, Montana, New York, New Hampshire, Pennsylvania, Michigan, Virginia, Minnesota, and Connecticut. ● 55 people indicated that they were new to ALFA ● 35 people indicated that they were Alums of Fitchburg State <p>This compares to Fall 2020 when there were 32 courses with 162 individuals enrolled and fall 2019 when there were 56 courses and 145 individuals enrolled.</p> <p>Spring 2022</p> <ul style="list-style-type: none"> ● 35 spring 2022 courses were scheduled ● 27 courses ran, while eight were canceled for various reasons including Covid concerns, enrollment ● 84.2% of seats filled, 379 seats filled out of 450 available seats. ● 186 individual people registered for courses ranging in age from 51-87. ● From 37 towns & nine states including California, Massachusetts, South Carolina, Montana, New York, New Hampshire, Virginia, Wisconsin, and Connecticut. ● 35 people indicated that they were new to ALFA ● 51 people indicated that they were Alums of Fitchburg State University
<p>Digital Learning and Faculty Service</p>	<p>Summer and fall 2021</p> <ul style="list-style-type: none"> ● Worked DEI Articulate Rise course for CPS ● Worked on MTEL Articulate Rise course for CPS ● ROTEL Grant committee work ● OER committee work ● CPS trainings around topics such as: Padlet, Flipgrid, Academic Integrity, and Blackboard Groups ● Streamlining and improving the OESP Certification process

	<ul style="list-style-type: none"> ● Launching the new PLA process ● Working with faculty and department chairs to refine and develop new course templates and best practices <p>The Instructional Designer (Meagan Martin) tracked over 700 support services from June 2021 - February 2022.</p> <p>February – May 2022</p> <ul style="list-style-type: none"> ● The MBA program-specific course facilitation section has been updated. ● Managed Registration for the Annual MCO May Conference: Lessons Learned from COVID-19 (10 Participants) ● Promoted and Submitted 4 applicants for the MCO Course Distinction Awards <ul style="list-style-type: none"> ● *** All 4 Fitchburg State Course Submission Entries won in their category for the Course of Distinction Awards from MCO. Categories: Online synchronous, Online Asynchronous, Universal Design, Inclusivity, and Accessibility, & Community of Practice (CoP) ● Managed Enrollment for the UPCEA Virtual Distance Learning Conference (15 Participants) ● Presented 2 Sessions at the Summer Institute: Innovative Educational Technologies Level II ● Exploring H5P as an Interactive Content Creation Tool Facilitator: Ralph Fasano ● Course Design Essentials: Helping students Navigate your Online Course- Facilitator: Ralph Fasano ● Facilitated Course Design Working Group for the Nursing Program with the goal of creating a common course navigation structure (template) for all nursing courses for the fall term (in progress). In April and May, presented and facilitated discussions around the value of intuitive course navigation that is common across courses within a program. Creating custom course banner graphics for nursing faculty. Individual faculty consultation and training about course nav and discussion thread organization. <p>Initial stages of organizing around the program agenda for the summer 2022 SGOCE Summer FAC Development Conference</p> <p>Faculty Support Services: Tracked by Instructional Designer, Meagan Martin (February 2022 - May 2022)</p> <p>Total Number of Tracked Services: 369 over a four-month period</p>
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Graduate Education Day and Graduate Adjunct Faculty Award	The first Graduate Education and Graduate Student celebration took place this year in April during the National Graduate Student Awareness week. The first graduate adjunct faculty award was also given out during this time. Moving forward this will be an annual event and annual award.
Professional Development	

VI Action Plan for 2021-22:

(Insert Action Plan for 20-21)

VII Assessment Report for 2021-22

Were the Action Plan objectives met? Provide in list or table format that parallels item VI above. Please note any changes to the plan that occurred as a result of the pandemic.

Goals	Accomplishments
<p>Goal 1- Forge Innovative Paths to Knowledge Acquisition, Career Readiness, Social Mobility and Lifelong Learning - To be addressed by exploring new program options, explore developing a new masters in construction management and creating a 2-year general education rotation</p>	<p>Completed an exploration of adding on-line bachelors degree in psychology with the department. The department is reviewing and will decide in the next year. The M.S. in Construction Management program was approved at Graduate Council in spring 2022. A rotation of general education courses was identified and we are working with the General Education Committee to make sure all Gen Eds are covered and available for our online undergraduate students.</p>
<p>Goal 2- Become a Model Student-Ready University and Narrow the Achievement Gap. -To be addressed. By taking steps to create a holistic admissions process, develop doctoral pathways for graduate students in collaboration with</p>	<p>Create a holistic admissions committee to begin the work of reviewing our policies and processes. We also continued the work of the transfer taskforce to prioritize the findings of the taskforce from 2020-2021 and began to implement the identified strategies.</p>

<p>career services and UMASS schools, create a student advisory group, continue transfer service improvements, improved communication resources for online students, improved retention structures, improve enrollment structures.</p>	<p>Continued to work on gathering retention related information by program but there is work to be done this year to create the reports and the reporting structure that we need.</p> <p>Updates were made to the student service website and to all new student communication to improve messaging for students.</p> <p>We will add the addition of a student advisory board to the plans for next year as well as exploring doctoral pathways for graduate students.</p>
<p>Goal 3- Be an engine of social economic, civic and cultural development in our city and establish a college-town feel around the University.</p> <p>-To be addressed by adding more DEI non-credit programming, seek out grants and other workforce related programming, exploring the possibility of an SGOCE industry advisory board,</p>	<p>Added 2 new DEI related non-credit workshops, continued to seek our grants – continued the workforce grant to offer a leadership program with the Leominster Credit Union continued in addition to creating and facilitating 2 training for the Executive Office of Housing and Economic Development Grant.</p> <p>We did not get to exploring the possibility of a unique industry board for SGOCE.</p>
<p>Goal 4- Establish inclusive excellence, innovation and environmental stewardship as signature strengths</p> <p>-To be addressed by creating an adjunct faculty award process, facilitate a program chair training session, review and improve adjunct faculty hiring processes, increase the number of faculty that have earned the online teaching certificate, create more professional development options for faculty and improve process efficiencies on the team</p>	<p>An adjunct graduate faculty award was created in collaboration with taskforce made up of SGOCE chairs and the first award was given out at a graduate day celebration in April 2022. This will be an annual award moving forward.</p> <p>An SGOCE Chairs semester meeting was added this year, one took place in the fall and in the spring semesters. These will continue into the future. An official SGOCE chairs workshop will take place in the Summer of 2022.</p> <p>Discussions continued related to adjunct hiring processes and updates were made to several of the SGOCE programs such as the online MBA and the M.S. Computer Science programs that hire larger numbers of faculty than other programs.</p> <p>Due to the transition in the Director of Digital Learning position and that the new Director did not begin until</p>

	February 2022, limited faculty development programming took place but several workshops were offered in spring 2022. The online certificate course is also being revised by the new Director so there will be a campaign in fall 2023 to encourage completion and participating.
<p>Goal 5- Asset out distinctive value proposition and institutional learning outcomes boldly and widely</p> <p>To be addressed by completing an assessment of services and processes in SGOCE and also work on an DEI project in collaboration with other institutions</p>	<p>We have begun the assessment of services and processes and prepared an outline of areas our New Director of Operations will work on once this person begins in fall 2023. Areas that will be addressed first include the student petition process, scholarship awards, graduate assistantships and course registration and planning.</p> <p>Work has also begun on the DEI project and working with other Universities. We plan to focus specifically on student billing processes in our first step into this process to build a survey and ask questions.</p>
<p>Goal 6- Steward physical and financial resources and navigate a path to long-term organizational sustainability</p>	No action plans were set for Goal 6.

VIII Other Accomplishments:

List accomplishments not already captured above.

There was an **84% increase over last year in the number of admitted international graduate students for Spring 2022 and there is currently a 100% increase in the number of admitted international graduate students comparing Fall 2021 to Fall 2022 enrollments.** These increases are apparent in both the Computer Science and on-campus MBA programs.

Planned Initiatives for 2022-23 <i>Add more rows as needed</i>	Associated Strategic Plan Goal & Strategy <i>Goal # followed by Strategy # ex: 3.2</i>	Indicate if a DEI initiative
<p>Goal 1- Forge Innovative Paths to Knowledge Acquisition, Career Readiness, Social Mobility and Lifelong Learning - To be addressed by:</p> <p>1. Explore possibility for interdisciplinary masters degree in collaboration with the School of Arts and Sciences</p>	<p>Strat Goal 1 #3, #6 #5 #7</p>	

<ol style="list-style-type: none"> 2. Develop and launch a process for Investigating with department chairs and deans other opportunities for new credit based degree or certificate programs and also non-credit professional training or community enrichment programs. 3. Continue to investigate the option of adding an online Psychology bachelors program with the department of psychological sciences. 4. Explore options for additional online minors with department chairs. 5. Work with the grants office to identity opportunities for workforce or other related grant options. 6. Work with key stakeholders to build a Digital Learning Strategic Vision and Plan that aligns with the University's strategic plan. 		
<p>Goal 2- Become a Model Student-Ready University and Narrow the Achievement Gap. To be addressed by:</p> <ol style="list-style-type: none"> 1. Continue the work of the holistic SGOCE admissions taskforce to identify challenges and make necessary updates to communication and processes. 2. Develop a report process for SGOCE programs we will use to gather data on student success to identify gaps so we can understand and plan to address the issues. 3. Convene a minimum of 2 workshops for faculty and staff focused on DEI related topics. 4. Hold a minimum of 4 meetings a year with Career Services to review SGOCE related use of services and explore options to adding targeted workshops for SGOCE students. 	#1, #2	*Yes, - DEI workshops for Faculty and Staff

<p>5. Continue to enhance and improve the SGOCE Enrollment plan in collaboration with the admissions office and AVP for Enrollment Mgmt.</p>		
<p>Goal 3- Be an engine of social economic, civic and cultural development in our city and establish a college-town feel around the University</p> <p>To be addressed by:</p> <ol style="list-style-type: none"> 1. Explore adding a small industry community advisory board for SGOCE with the Academic Affairs Committee. 2. Research and set-up at least 3 outreach and recruitment events in the local community 3. Work with the Center for Professional Studies to hold at least 2 new professional development related activities. 4. Review the current ALFA and University relationship and develop a long-term plan for the relationship as we consider becoming an age-friendly campus. 	<p>#1, #2, #3, #4, #6</p>	
<p>Goal 4- Establish inclusive excellence, innovation and environmental stewardship as signature strengths. To be addressed by:</p> <ol style="list-style-type: none"> 1. Establish process for reporting and tracking faculty demographics to measure diversity. Set goals by program for increasing diversity in collaboration with HR and Program Chairs. 2. Work with Deans to develop an SGOCE Program Development Process and Strategic Guide to encourage programmatic innovation and new program development. 3. Develop and offer a minimum of 4 workshops for faculty development through Digital Learning. 4. Complete the updates to the online instruction certificate program and 	<p>#1, #3, #4, #5</p>	<p>Yes, identify diversity status of current faculty by program. Use this info to help identify a plan for addressing gaps in hiring new SGOCE faculty.</p>

<p>relaunch to encourage t minimum of 10 current faculty to complete the program.</p> <ol style="list-style-type: none"> 5. Update the SGOCE faculty resource webpage. 6. Create and distribute an SGOCE Newsletter beginning spring 2023. 7. Re-establish the Digital Learning taskforce to include faculty to help establish faculty support and guidance for maintaining quality online courses and programs. 		
<p>Goal 5- Asset out distinctive value proposition and institutional learning outcomes boldly and widely:</p> <ol style="list-style-type: none"> 1. Work with Graduate Council to review the Institutional Learning Outcomes a (ISLOs)and determine how they link to Graduate programs. Collaboration with SGOCE chairs to develop a final summary and recommendations for connecting ISLOs to Graduate programs. 2. Develop 2022-2023 and a 2022-2026 enrollment plans in collaboration with Academic Deans and AVP for Enrollment MGMT. 3. Connect with Alumni to develop an alumni communication plan for promotion of all SGOCE programs including non-degree/CPS options. 4. Continue working with the student billing research project. Report findings to the University community with recommendations. 	<p>#2, #3, #4, #5, #7</p>	
<p>Goal 6- Steward physical and financial resources and navigate a path to long-term organizational sustainability.</p> <ol style="list-style-type: none"> 1. Create a grid for the budget showing how proposed budget distribution aligns with the SGOCE action plan. 2. Continue with building the plan with deans and chairs to explore new programs and markets. 	<p>#1, #3, #6</p>	

<p>3. Begin an exploration of LMS systems to determine if we want to stay with BlackBoard into the future and if so, what updates we will need to plan for.</p>		
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IX Action Plan 2022-2022:

Updates to the Action Plan may be submitted via a revised Annual Report.

X Reflection:

Take this section to reflect on—

This was a challenging year for the SGOCE team as we experienced a number of staffing shortages while also managing an increased workload with more campus-based applicants and international students. One of our administrative assistants that normally manages faculty contracts, graduate council, scholarships and other key responsibilities was out on medical leave most of the 2021 summer and then retired in November 2021 and that position and responsibilities shifted so it was not filled. We have a new position starting in Fall 2022 that will take on some of those key tasks but for the majority of the year those duties were split between the dean and the remaining administrative assistant. Also, our Director of Digital Learning left in July 2021 and that position was not filled until February 2022 so those duties were taken on by our instructional designer in the interim which impacted our ability to begin new projects. Our Director of Enrollment was out of the office on leave between October and Mid-February and during that time our Assistant Director of Graduate Admissions also transitioned to a new job. This meant that our 3 enrollment coordinators had to take on additional work across 2 positions and had to quickly learn some new skills in order to adequately take over the required admissions related work. This also occurred during a time when we were experiencing increases in our international student applications so fall 2021 and early Spring 2022 was an exceptionally busy time for the team and we were not able to take on as many new projects or continue with some of the work in process improvements this year.

Despite the staffing challenges, the team was able to learn a lot from having to cover new roles in the admissions and enrollment process therefore were able to contribute valuable feedback into ways we might improve processes and the team structure in the future. Also, our work with the admission process required us to work closely with the admissions department on a regular basis which allowed us to form a close partnership and better understanding of the admissions process and key challenges for SGOCE program admissions. We have started to make some process improvements as a result of the collaboration with the admissions department.

We know that 2020-2021 was an unprecedented year with unusually high enrollments in online courses and online programs driven by the pandemic as this was the trend nationally and globally. While our online enrollments remain high across the board in SGOCE we did experience a drop in both applicants and registrations for our online accelerated programs, specifically our online MBA program. This is something we are tracking closely and we are working with Academic Partnerships to strategize on activities we might implement to help maintain our enrollment numbers and plan for future years. The good news is that we are seeing growth in several of our campus-based programs and other online programs, especially those programs that serve international students. Our computer science program for example has more than doubled the number of students that have confirmed their admission for the upcoming fall term. We plan to really focus our efforts this next year on strengthening our enrollment planning in terms of marketing and recruitment efforts to grow the programs offered outside of the Academic Partnerships model looking both at the online programs and the international audience. In addition, we plan to improve our processes for serving transfer students at the undergraduate level so we can launch a major promotion recruitment plan in the following year and seek out at least one new online bachelor completion program to add for SGOCE audiences. Finally, we want to continue leveraging our partnerships with community organizations and regional employers to seek out new workforce related grants for professional development, offer certificates, workshops and other training opportunities that meet their educational needs at various levels and work in collaboration with our community college partners as needed. One idea we have wanted to explore is to partner with one or two community college partners and work together to identify the need, create and then offer some collaborative workforce training programs to larger regional employers.

Overall, this has been a challenging year for the team as everyone has had to take on some new tasks and pitch in to help fill some of the gaps, however it was also a successful year because the staff worked together to continue the work and we made serving students and prospective students our priority. We accomplished a number of key items and remained on track with our budget as

we made up some of the lost enrollments from the online accelerated program by enrolling more students in our campus-based computer science and MBA programs than expected.

1) *Initiatives that you may be considering for 22-23 academic year that you did not already capture above.*

See above. Some of these items were included in the su