

## 2024-27 Strategic Plan Year One Summary

### Goal Theme 1:

#### *Academic Excellence*

*Foster evidence-based best practices enhanced through reflective practices and professional development.*

### Outcome 1.1:

*By 2027, at least 65% of all teaching faculty will engage annually in professional development activities that are centralized within TILT and other appropriate institutional units that support best practices in higher education and enhance the student experience.*

### Strategy 1.1:

*Provide and support pertinent, effective, efficient, and engaging professional development opportunities.*

### Summary of the Strategy:

- *Coordinate with the Faculty Development Committee to create and promote multiple opportunities for faculty to engage in professional development activities through TILT and other appropriate institutional outlets throughout the fiscal year.*
- *Create essential workshops and support systems designed to meet diverse faculty professional development needs.*
- *Implement a process and system for tracking faculty development participation and engagement on an annual basis.*
- *Systematically assess—via survey—engagement and perceived relevance of faculty development programming.*

### Summary of Outcomes on Strategy Benchmarks since the start of planning:

#### Desired Outcome Baseline and Benchmarks

Baseline 2024	57% of all faculty participate	
Benchmark year 1 2025	60% of all faculty participate	Achievement year 1 44% of all faculty participated – Goal not met
Benchmark year 2 2026	62.5% of all faculty participate	Achievement Year 2
Benchmark year 3 2027	65% of all faculty participate	Achievement Year 3

**Identify (if applicable) strategies/actions no longer appropriate for continued investment:**

**Other Comments:**

In comparison to prior years, there was minimal difference in the participation rates among full-time domestic faculty (79%). The most significant decreases in participation were among adjunct faculty and cross-border faculty.

**Faculty Satisfaction:**

**Survey Results:**

**Assessment of Programming (n=479) (Kirkpatrick & Kirkpatrick, 2016)**

- 93% of survey respondents agreed or strongly agreed that they were **engaged** in programming
- 93% of survey respondents agreed or strongly agreed that programming was **applicable and relevant** to their work.
- 89% of survey respondents agreed or strongly agreed that they were **confident** they could apply what they had learned.
- 91% of survey respondents agreed or strongly agreed that it would be **worth it**, to apply what they learned.

**Assessment of Culture Toward Faculty PD (n=497) (Kreber & Brook, 2001)**

- 93% of survey respondents agreed or strongly agreed that they, their chair/direct supervisor, department, and college **value** their participating in professional development.

**Decentralized Faculty Development:**

- While “centralized” professional activities have decreased in comparison to the baseline, “decentralized” professional development activities have rebounded to pre-pandemic levels with 75% of eligible faculty participating, with \$2490 allocated per recipient (up from 50.5% in 2023 and 66% in 2024).

**Outcome 1.2-1:**

*By 2027, 100% of undergraduate degree programs will have articulated effective, concrete, measurable Program Learning Outcomes..*

**Outcome 1.2-2:**

*By 2027, assemble evidence of utilization of information from annual program assessment to improve student learning in programs, as indicated in the three-year benchmarks..*

**Strategy 1.2:**

*Promote and support effective evidence-based practices in academic assessment among those programs that do not currently possess specialized program accreditation.*

**Summary of the Strategy:**

- *Outcome 1: During Spring 2025 semester, audit of undergraduate Program Learning Outcomes was conducted, identifying 17 programs (32%) with Program Learning Outcomes that are not effective, concrete, or measurable. Further action steps include establishing actions plans with faculty in programs needing revision of Program Learning Outcomes. University Assessment Team and University Learning Assessment Committee members assist faculty in revising Program Learning Outcomes.*
- *Outcome 2: Three degree programs (Accounting BBA, Modern Languages, and History) were identified as enacting proposed curriculum changes. These programs constitute Closing the Loop Cohort A. Their progress will be monitored as they enact the curriculum changes and measure their effectiveness through program assessment. Each year of the strategic plan, a new cohort will be identified and monitored.*

**Summary of Outcomes on Strategy Benchmarks since the start of planning:****Outcome 1 Baseline and Benchmarks**

Baseline 2024	68% of bachelor's degree programs have established effective, concrete, and measurable Program Learning Outcomes		
Benchmark year 1 2025	75% of bachelor's degree programs will have effective, concrete, and measurable Program Learning Outcomes	Achievement year 1	72% of bachelor's degree programs have established effective, concrete, and measurable Program Learning Outcomes – Goal not met
Benchmark year 2 2026	85% of bachelor's degree programs will have effective, concrete, and	Achievement Year 2	

	measurable Program Learning Outcomes	
Benchmark year 3 2027	100% of bachelor's degree programs will have effective, concrete, and measurable Program Learning Outcomes	Achievement Year 3

### Outcome 2 Baseline and Benchmarks

Baseline 2024	Outcome 2. A: Three degree programs have been identified as undertaking improvements to student learning through curricular change: Accounting BBA, Modern Languages, and History. These programs will constitute Closing the Loop Cohort A.	
Benchmark year 1 2025	<p>Outcome 2. A: Degree programs in Closing the Loop Cohort A enact proposed curriculum changes and collect assessment data for the relevant Program Learning Outcomes.</p> <p>Outcome 2. B: Using Annual Assessment Reports for the 2024 academic year (submitted in November of 2024) degree programs for Closing the Loop</p>	<p>Achievement year 1</p> <p>None of the three programs in cohort A were able to assemble evidence of utilization of information from annual program assessment to improve student learning in programs.</p> <p>However, multiple programs (Psychology BA and BS; MPS in Organizational Leadership; and Tourism and Hospitality Management BS) did assemble evidence of utilization of information from</p>

	<p>Cohort B are identified.</p>	<p>annual program assessment to improve student learning in programs.</p> <p>Because this outcome was met by programs outside the (overly complicated) structure of this measure, we recommend discontinuing this measure (see below).</p>
Benchmark year 2 2026	<p>Outcome 2.B: Degree programs in Closing the Loop Cohort B enact proposed curriculum changes and collect assessment data for the relevant Program Learning Outcomes.</p> <p>Outcome 2.C: Using Annual Assessment Reports for the 2025 academic year (submitted in November of 2025) degree programs for Closing the Loop Cohort C are identified.</p>	Achievement Year 2
Benchmark year 3 2027	<p>Outcome 2.A: 66% of degree programs in Closing the Loop Cohort A report assessment data indicating improved student learning in relevant Program Learning Outcomes (collected from Annual Assessment Reports from the 2026 academic year</p>	Achievement Year 3

<p>submitted in November 2026). Outcome 2.B: 33% of degree programs in Closing the Loop Cohort B report assessment data indicating improved student learning in relevant Program Learning Outcomes (collected from Annual Assessment Reports from the 2026 academic year submitted in November 2026).</p> <p>Outcome 2.C: Degree programs in Closing the Loop Cohort C enact proposed curriculum changes and collect assessment data for the relevant Program Learning Outcomes.</p>	
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**Identify (if applicable) strategies/actions no longer appropriate for continued investment:**

As indicated above, we recommend discontinuing the measure for Outcome 2. The identified cohort made progress, but did not assemble evidence of closing the loop. However, the already established Annual Program Assessment Report process identified 3 units that did successfully assemble evidence that they effectively closed the loop through assessment. Therefore, we see little value in continuing the process of identifying cohorts through this strategic planning measure when the established process is proving effective.

**Outcome 1.3:**

*By 2027, all FHSU academic programs will complete the program review process.*

**Strategy 1.3:**

*Provide a robust program review framework and timeline for data collection and reporting procedures to apply meaningful program student learning data to improve academic excellence.*

**Summary of the Strategy:**

- *Program review template completed, plan for data distribution identified, and program review training session(s) conducted, by May 2025.*

**Summary of Outcomes on Strategy Benchmarks since the start of planning:****Desired Outcome Baseline and Benchmarks**

Benchmark year 1 June 30, 2025—Finalize annual program review template to be distributed, AY'21-24 data shared, and initial program review process implemented.	Year 1 Outcomes <ul style="list-style-type: none"><li>• Reporting template and procedures finalized, Spring 2025.</li><li>• Data dashboards created and access shared, Spring 2025.</li><li>• Program Review reports to be submitted by academic units by June 16, in progress.</li></ul>
Benchmark year 2 June 30, 2026— Adding AY'25 data, 100% of all academic programs have reported on multiple elements of the program review process.	Year 2 Outcomes
Benchmark year 3 February 15, 2027—Adding AY'26 data, 100% of FHSU academic programs have completed all elements of the program review process.	Year 3 Outcomes