

## Periodic Review Report

Presented by: Frostburg State University

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Chief Executive Officer: Dr. Catherine Gira

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## SUPPLEMENTAL RESOURCES

The following are documents accompanying the report which were sent to the external reviewers and the Middle States Commission on Higher Education:

1. Current Undergraduate Catalog – 1999-2001
2. Current Graduate Catalog – 2000-2002
3. Current Faculty Handbook – September 2000
4. Pathfinder (student handbook) – 2000-2001
5. Institutional Plan - Selected Implementation Strategies – Academic Year 2000-2001
6. Strategic Directions in Information Technology, Phase II – April 2000
7. Strategic Directions for Academic Affairs – Academic Year 2001-2002
8. Annual Report - Frostburg State University Board of Visitors – September 2000
9. Strategic Issues and Directions in Distance Education at Frostburg State University – March 2001
10. Learning Community Report for Fall 1999 with a Three-Year Comparison of Data from the Freshman Experience Survey
11. Middle States Annual Institutional Profile – 2000-2001
12. Audited financial statements and management letters for FY99 and FY00

## FOREWORD

Many people have made generous contributions to the Periodic Review Report presented here. Members of the PRR Steering Committee include Dr. Mary Kay Finan (College of Education), Dr. John Neral (College of Business), Dr. Steve Simpson (College of Liberal Arts and Sciences), Colleen Peterson (University Advancement), co-chairs Dr. John Bowman (Office of the Provost), and Dr. Tom Bowling (Student and Educational Services). In addition to members of the steering committee, the following individuals have helped prepare this report: Maryann Chapman, Dr. Mary Gartner, Dr. Christine Grontkowski, Jay Hegeman, Dr. Joe Hoffman, Dr. Gary Horowitz, Jim Limbaugh, Dr. Joe Malak, Bill Mandicott, Dr. Joy Kroeger-Mappes, Lea Messman-Mandicott, Sean Morton, Dave Rose, Dr. Jim Shaw, Rob Smith, Patty Spiker, Linda Steele, Dr. Stuart Tennant, Morris Willey, and Dr. Fred Yaffe.

## **CHAPTER ONE: INTRODUCTION**

This chapter provides an orientation to the Periodic Review Report by briefly describing Frostburg State University, outlining the process of the report's preparation, and detailing the organization of the document.

### **THE UNIVERSITY**

Frostburg State University (FSU) is a comprehensive, largely residential regional university. (The Carnegie Classification of the University is Master's Colleges and Universities I.) FSU is the only four-year institution of the University System of Maryland (USM) west of the Baltimore-Washington metropolitan area. Frostburg State offers a comprehensive array of undergraduate and graduate degrees emphasizing arts and humanities, applied technologies, business, education, environmental studies, human services, and social and behavioral sciences. The University is an integral component in regional development initiatives and is nationally recognized for its community service and leadership programs. Regional centers in Hagerstown and Frederick, Maryland, serve upper-division undergraduate students in several programs and master's degree students in business, recreation, and education.

#### Location

Located in the Appalachian highlands of western Maryland, Frostburg State's main campus covers 260 acres inside the city limits of Frostburg (population 7,500). The University is situated approximately 140 miles from the Baltimore/Washington area and slightly more than 125 miles from Pittsburgh.

#### History

Frostburg State University began in 1898 as the State Normal School at Frostburg. Authorized by the General Assembly to train elementary school teachers, the school had an original enrollment of 57 students. In 1935, the school's name changed to State Teachers College at Frostburg, with the first of its four-year students graduating the same year. The institution's transition from a teacher's college to a four-year comprehensive educational institution was exemplified by the name change to Frostburg State College in 1963. Frostburg State achieved University status in 1987.

#### Institutional Identity (taken from the University's Mission Statement)

Frostburg State University is distinguished by an excellent, diverse faculty, dedicated staff, and service to the communities of western Maryland. Students are afforded a supportive environment in which to expand their knowledge, understanding, communication skills, and appreciation for cultural diversity. Couched within a liberal arts tradition, undergraduate programs promote intellectual growth and equip learners with problem-solving and decision-making abilities useful in developing global

understanding and effecting civic responsibility and constructive change. Graduate programs provide specialized instruction for students engaged in or preparing to enter particular professional fields.

The primary program emphasis at the University is high-quality, affordable undergraduate education. FSU offers a comprehensive array of baccalaureate degrees with an emphasis on arts and humanities, business, applied technologies, education, natural and environmental sciences, human services, and social and behavioral sciences. Collaboration with other educational institutions enables the University to offer programs in allied health, engineering, environmental research, and other fields responsive to state and area needs. Graduate studies also constitute a significant component of the educational enterprise. In response to community and regional needs, high-quality master's programs are offered in such professional fields as business, education, psychology, human performance, environmental sciences, applied technology, and recreation management. Through distance learning technologies, the University provides expanded learning and research opportunities for students throughout the State.

The faculty of FSU represent its greatest resource in providing excellent educational experiences for students. Teaching is the most important professional activity and responsibility of the faculty; research, scholarly activity, and community and professional service also contribute to the vitality of the University and are encouraged and rewarded.

The University draws its diverse student body from all counties of Maryland, nearby states, and a growing number of foreign countries. The student population of the University includes students from various ethnic and racial backgrounds, from both traditional and non-traditional age groups, and from rural, suburban, and metropolitan areas. In sum, the student body at FSU is broadly reflective of contemporary multicultural society.

The University acknowledges its responsibility to enrich the educational opportunities for students throughout the State and to provide programs and services responsive to the cultural, community service, and economic development needs of the region.

#### Administrative Structure and Academic Programs

The University is organized into five major divisions: Academic Affairs, Administration and Finance, Student and Educational Services, Enrollment Management, and University Advancement. Academic Affairs houses three colleges: Liberal Arts and Sciences, Education, and Business. FSU offers 36 majors, 30 minors, and two collaborative engineering programs at the undergraduate level. Master's degrees are offered in modern humanities, business administration, education, biological sciences, counseling psychology, human performance, computer science, and park and recreation resource management. Students can also complete a Professional Master of Engineering degree offered by University of Maryland, College Park on the FSU campus.

## Faculty

Frostburg State currently employs 237 full-time and 107 part-time faculty members who promote excellence both in the classroom and in advising. Eighty-three percent (83%) of these faculty (tenure-track and full-time contractual) hold terminal degrees. A low student/faculty ratio (17:1) at the University helps to create a personalized learning environment. Frostburg State ranks high among its peer institutions in the number of faculty who have earned prestigious awards, including Fulbrights.

## Students

The University enrolls a diverse student body, drawing from all counties of Maryland, nearby states, and a growing number of foreign countries. The majority of its students come from the Baltimore and Washington areas. Minorities comprise 15% of the student population, while nontraditional students account for 12% of the total enrolled. In AY 2000-20001, the University enrolled the largest freshman class in the history of the institution. In the fall 2000 semester, FSU enrolled 4,430 undergraduate students and 918 master's degree students. Included among these 5,348 students were 38 international students.

## Governance

Frostburg State is one of the thirteen institutions (11 degree-granting and two research-based institutions) that comprise the University System of Maryland (USM). The Board of Regents (appointed by the Governor) serves as the System's governing entity. A statewide coordinating board, the Maryland Higher Education Commission (MHEC), holds authority over some statewide higher education policies, including final approval of campus mission statements and new degree programs.

### **THE PREPARATION OF THE PERIODIC REVIEW REPORT**

This report was prepared by a steering committee co-chaired by the Associate Provost and the Associate Vice President for Student and Educational Services. The committee included faculty representatives from each of the three Colleges. The committee had its first organizational meeting in spring 2000. The initial draft was distributed in March 2001. The steering committee created a variety of opportunities for both groups and individual members of the campus community to provide comments, suggestions, and concerns about the report.

### **ORGANIZATION OF THE PERIODIC REVIEW REPORT**

This Periodic Review Report is organized into five chapters, beginning with the introduction and institutional overview. Chapter Two presents the University's response to the Middle States visitation team's suggestions and recommendations made in March 1996. The chapter is organized by the eight major content areas in which the visitation

team concentrated its study, as derived from the Middle State Association of Colleges and Schools Commission on Higher Education's "Characteristics of Excellence." For each area, a summary of the strengths, challenges, suggestions, and formal recommendations noted by the visitation team is presented.

Chapter Three describes significant changes and new developments that have occurred at the University since March of 1996. These widespread changes and developments have created new opportunities for student learning, faculty achievement, and regional economic development. The report categorizes them into 14 main sections:

- I. The University Mission Statement
- II. Diversity
- III. Administrative Hires and Reorganization
- IV. Academic Programs and Initiatives
- V. Hagerstown and Frederick Centers
- VI. Information Technology
- VII. Distance Education
- VIII. International Education
- IX. Student Life
- X. Alumni Affairs
- XI. Research and Sponsored Programs, and the Capital Campaign
- XII. Regional Economic Development
- XIII. Arts and Culture
- XIV. Facilities

Chapter Four provides evidence of continuous institutional self-study and planning. The University's institutional planning process is described, followed by FSU's assessment work conducted through the University Assessment Plan, the annual evaluation of learning communities, and the preparation of Periodic Program Reviews and state-required Managing for Results reports. Future assessment plans are also presented. Sections III and IV of the chapter discuss five-year fiscal trends and enrollment and graduation trends. The final section of this chapter provides five-year enrollment and finance projections for the University.

The material presented in Chapters Two through Four is summarized in table format at the end of this document. These chapter overviews provide useful guides to the information contained in this report. The report's conclusion is presented in Chapter Five and contains a brief discussion of the University's opportunities and challenges over the next five years. Appendices to this report are separately bound.

## **CHAPTER TWO: RESPONSES TO THE SUGGESTIONS AND RECOMMENDATIONS OF THE VISITATION TEAM**

### **PREVIEW**

This chapter is organized by the eight major content areas in which the Middle States visitation team concentrated its study in March of 1996, as derived from the Middle States Association of Colleges and Schools Commission on Higher Education's "Characteristics of Excellence:"

- I. Mission and Goals
- II. Planning, Financial Resources, and Resource Allocation
- III. Student and Campus Life
- IV. Faculty
- V. Academic Programs
- VI. The Library, Instructional Resources, and Instructional Technology
- VII. Administration, Organizational Structure, and Governance
- VIII. External Relations and Fundraising

Each area contains a summary of the strengths, challenges, suggestions, and formal recommendations noted by the visitation team.

Many of the suggestions made by the Middle States visitation team were important in shaping Frostburg State University's actions over the last five years. While not all suggestions had equal influence, most guided the actions taken by the University. In those cases where the action of the University clearly reflects or was influenced by the suggestions of the visitation team, the narrative describes the actions taken and the results achieved. For each content area, this description is presented under the heading "The University's Response to the Visitation Team's Suggestions." The narrative then moves to a discussion of the recommendations made by the visitation team. This discussion is found under the heading "The University's Response to Visitation Team's Formal Recommendation(s)."

The University has responded in a thoughtful and thorough manner to the challenges identified by the Middle States team during its visit to the campus. Not all challenges identified by the team have been entirely met; but acting on the suggestions and recommendations of the Middle State team, the University has made meaningful progress.

### **I. MISSION AND GOALS**

In its report to Frostburg State University, the Middle States visitation team observed that the institution had "achieved a level of excellence in teaching by a dedicated and committed faculty sensitive to the educational, economic, and cultural needs of its immediate community." The team reported that the University had become a "vital and well integrated component of the Western Maryland area," and was "moving

significantly" toward its goal of becoming "regionally preeminent" in several of its academic programs.

The visitation team identified several challenges facing the University. These included: creating an environment where regional preeminence in FSU's areas of emphasis could be attained and maintained; increasing the diversity of faculty and staff; arriving at a more competitive salary structure (both regionally and system-wide); and building widespread faculty and staff support for graduate programs.

Specific suggestions from the visitation team for meeting these challenges included devising a mechanism for the faculty to increase their scholarly activities and incorporating more experiential information into their classroom teaching. It also suggested instituting a university-wide system of merit awards for faculty based on a consistently applied evaluation formula and working within the University System of Maryland to make FSU faculty and staff salaries more competitive.

The team formally recommended that the institution devise a "proactive mechanism to increase university-wide support for graduate programs? specifically in the areas of counseling psychology and human performance? thereby increasing the probability that the Human Services emphasis will be approved as part of the mission statement" (Visitation Team Recommendation One).

### *The University's Response to the Visitation Team's Suggestions*

#### Support of Faculty Scholarly Activities

The University has acted in a variety of ways to encourage and help support scholarly activities on the part of its faculty. Over the last five years, the Office of Research and Sponsored Programs has intensified its efforts to assist faculty members in the preparation and submission of grant proposals in support of their research interests. The University in FY 2001 also increased the amount of dedicated matching funds for academic grants to over \$200,000, doubling the amount available in preceding years.

The number and dollar amount of grants awarded to faculty in the Division of Academic Affairs continues to rise each year. For example, 62 grants were funded in FY 1999 for a total of \$2.25 million. In FY 2000, 76 grants were funded for a total of \$3.11 million. Of the total grant dollars received, Academic Affairs faculty and staff accounted for \$804,260 in FY 1999 and for \$1,200,290 in FY 2000. As a further example of success, FSU faculty obtained funding from the Maryland Higher Education Commission for \$262,802 in support of faculty technology training. Faculty have also obtained grants from the University System of Maryland (USM) and the Maryland State Department of Education for \$63,200 (22% of the funding amount available to all USM institutions) to integrate work-based learning into the curriculum. (See report on the Office of Research and Sponsored Programs in Chapter Three.)

Major responsibility for supporting faculty members in their professional development is assigned to the Faculty Development and Sabbatical Subcommittee of the Faculty Senate's Faculty Concerns Committee. In cooperation with the Provost, the Subcommittee is involved in most faculty development activities, including assigned time grants, project grants, workshop/speaker grants, summer stipends, the faculty lecture series, and the annual faculty achievement awards. With the financial help of University Advancement, the Subcommittee received from the institution \$45,000 in FY 2000 and 2001 to support these important faculty development activities. The Office of the Provost has also maintained \$15,000 in each of these years to support intercollegiate activities.

Faculty Salaries

Over the last five years, Frostburg State University has made demonstrable progress in establishing a fair and equitable faculty merit evaluation system based upon performance evaluations. (See the University's response to Recommendation Five.) In addition, FSU has developed a salary equity model to deal further with salary inequities and to make the salary structure more competitive. The model incorporates two broad goals that are reflected in equity efforts nationwide. The first is to make faculty salaries competitive with the external marketplace. The second is to ensure that faculty within the institution are treated fairly compared to faculty of similar rank, experience, and merit history.

Much of the progress the University has made in faculty salaries has been the result of the four rounds of salary enhancements that began in FY 1998 and have continued through FY 2001. In this series of enhancements totaling nearly \$1.7 million, FSU has made significant progress increasing its salaries relative to other institutions both within the University System of Maryland and within the Master's Colleges and Universities I Carnegie classification (see Appendix I).

Despite these increases, more progress is still needed. Although the University has moved closer to the announced USM salary goal of the 85<sup>th</sup> percentile of Master's Colleges and Universities I institutions, this salary progress has not been uniform across ranks. Professorial salaries are currently at the 64<sup>th</sup> percentile while all other ranks are at the 72<sup>nd</sup> percentile or above (see Table 2.1 below).

**Table 2.1: Frostburg State University Faculty Salary Percentiles Compared to Master's Colleges and Universities I Institutions (Carnegie Classification)**

	<b>FY 1996</b>	<b>FY 2001</b>
<b>Rank</b>	<b>Percentile</b>	<b>Percentile</b>
Professor	46	64
Associate	45	72
Assistant	56	74

## *The University's Response to the Visitation Team's Formal Recommendation*

**Recommendation Number One:** Devise a proactive mechanism to increase university-wide support for graduate programs? specifically in the areas of counseling psychology and human performance? thereby increasing the probability that the Human Services emphasis will be approved as part of the mission statement.

Through the leadership provided by the Division of Academic Affairs, the Graduate Council, and the President's Cabinet, university-wide interest in and support for graduate education continue to grow throughout the institution. In the past year, steps have been taken by the University to strengthen its graduate education:

- The Director of Graduate Services now reports directly to the Provost. This arrangement provides the Provost with immediate involvement in planning, budget decisions, and enrollment management issues. (See Chapter Three for a discussion of the dissolution of the Office of Assessment, Graduate Services and Special Programs and the reassignment of its responsibilities.)
- Five new graduate assistantships have been established in support of the Applied Computer Science graduate program. Review of graduate assistantship assignments is underway in the Provost's Office. Additional graduate assistantships are under consideration.
- The University has placed more emphasis on establishing programs which offer a seamless transition from undergraduate to graduate study. (See below for examples of these programs.) This emphasis has also led to a new climate of cooperation between Graduate Services and Enrollment Management (which is responsible for undergraduate student recruitment).

In its current mission statement, approved by the Board of Regents in October of 2000, the University recognizes the important role of graduate education at the institution and identifies FSU graduate studies as constituting a "significant component of the educational enterprise." The mission statement also identifies human services as an area of program emphasis for the University at the undergraduate level. (See Appendix II for the current University mission statement.)

In response to statewide economic development and workforce needs, the University has established new graduate programs in a number of professional fields, including business, education and computer science. Some of these new programs involve collaborative ventures with other University System of Maryland institutions, while other programs are independent FSU offerings.

Examples of new collaborative graduate programs include a combined MBA/MS in Nursing offered by FSU and the University of Maryland, Baltimore, and a planned BS/MS in Occupational Therapy with Towson University and Allegany College of

Maryland. (Chapter Three provides a complete description of these and other new graduate programs.) FSU will explore collaborative doctoral-level programs in selected areas in the future.

New independent degree offerings include a program in business (B.S. in Accounting/MBA), two in education (Master of Arts in Teaching and a Master of Education in Special Education), and one in computer science (Master of Science in Applied Computer Science). The University has secured new resources to support these programs, including funding for new faculty positions for the Special Education and the Applied Computer Science programs.

The University's 2000-2001 strategic plan makes it clear that graduate education will continue to play an important role in the life of the institution. The plan calls for continued development of new graduate programs to meet workforce needs in Maryland.

## **II. PLANNING, FINANCIAL RESOURCES, AND RESOURCE ALLOCATION**

### **PLANNING**

The visitation team praised the strategic planning efforts of the University and the President's Cabinet, characterizing the planning process as proactive and consultative, while creating "clear campus-wide goals." The team reported that the University's strategic planning effectively included evaluation criteria and performance measures, implementation strategies, timetables, and assignments of responsibilities periodically reviewed and assessed by the Cabinet.

In its report to the campus, the team recognized that keeping the institutional plan current requires a commitment of staff resources as well as a "significant effort on the part of everyone involved." The team also noted that the institutional plan must be seen as "actually influencing actions and decisions in order to retain a high level of campus acceptance."

The team's suggestions included continuing involvement of campus constituents in the planning process, limiting departmental plans to a small number of concise and achievable objectives, and conducting routine internal research to support the planning process. The visitation team made no formal recommendations regarding planning at the University.

#### ***The University's Response to the Visitation Team's Suggestions***

##### **Planning Participants, Periodic Program Reviews, And Internal Research**

The University utilizes a planning cycle that incorporates the input of virtually every campus constituency through the Cabinet. The President's Cabinet includes, among

other members, the Chair of the Faculty Senate, the five faculty senators who comprise the Senate's Institutional Priorities and Resources Committee, the Chair of the Staff Senate, and the President of the Student Government Association. Primary functions of the Cabinet related to budget and planning issues include the periodic review and refinement of the Institutional Plan, the establishment of specific annual goals and objectives, and the prioritizing of funding based on planning goals identified in the Institutional Plan (see Chapter Four).

A new Periodic Program Review (PPR) process guides planning by the academic departments. Following USM requirements, academic programs at the University are reviewed every five years by the responsible academic departments. This self-study includes: an evaluation of the program's curriculum and areas of concentrations; effectiveness and productivity; student learning outcomes; student technology fluency; application of technology to instruction; and the adequacy of facilities and library holdings. Reviews are intended to help departments improve academic programs through careful assessment and the identification of future goals and objectives. (See Chapter Four for more on Periodic Program Reviews.)

A fully-staffed Office of Information Services (OIS) supports planning at all levels of the University. Established in 1997 and succeeding the Office of Institutional Research, the OIS supports University assessment and planning through regularly scheduled reports, surveying, ad hoc reporting, and special projects.

## **FINANCIAL RESOURCES AND ALLOCATION**

The increasing funds for sponsored projects and the growing assets of the University Foundation were highlighted as positive developments in this section of the Middle States' report. The overall management of the University and the condition of its buildings and grounds also impressed the visitation team. The team noted that the President and "Executive Staff" had made a "conscious and concerted effort to improve campus communication on financial matters," and that there had been a pattern of "open and direct communication between the President's Office and student government."

Challenges facing the University were identified as the "precipitous decline" in state support during the 1990's, low faculty salaries, and the high degree of control over the University imposed by the University System of Maryland. State mandates financially assumed by the University and the loss of Auxiliary Services revenue due to an increasing residence hall vacancy rate were also cited as challenges.

The visitation team suggested that the University continue its refinement of the Institutional Plan and its linkage to the budgeting process, as well as the practice of using Cabinet members to communicate financially related matters to the campus community. It also suggested increasing budgetary authority for the deans (as a means of decentralizing budget authority within the Division of Academic Affairs). The visitation team made no formal recommendations regarding financial resources and allocation.

## *The University's Response to the Visitation Team's Suggestions*

### Communicating Budgetary Developments

Major efforts have been made during the past five years to communicate more fully with faculty and staff concerning financial and budget issues. The results of Cabinet deliberations appear in regular minutes. An annual report updates the campus community on the University's plans and goals. Major budget allocations that have supported attainment of these goals are also presented in the annual report. The President, the Provost, vice presidents, and deans attend the beginning of each Faculty Assembly (a meeting of the full faculty which occurs at least three times each academic year) and the monthly Faculty Senate meetings. On these occasions, the President reports on any major developments, including budgetary matters, since the last meeting. All of the administrators are available for questions from the faculty. The President and the vice presidents regularly conduct similar meetings with both administrative and support staff.

In addition to these reports and meetings, the Chair of the Faculty Senate has initiated a major effort to keep faculty informed of budgetary developments and to solicit input on financial issues. Minutes of the President's Cabinet meetings are printed in each month's Faculty Senate agenda and posted on the Senate's web site. The Chair seeks input on budgetary priorities from the Faculty Senate and from the full faculty at meetings and via e-mail. Faculty suggestions and preferences are, in turn, summarized and conveyed to the President and vice presidents by the Chair and members of the Institutional Priorities and Resources Committee.

### Decentralizing Budgetary Authority within Academic Affairs

The University continues its efforts toward decentralizing budget control to the deans. Beginning in 1996-97, dollars for contractual faculty and equipment, formerly held in and allocated from the Provost's budget, have been distributed to the school/college budgets. In addition, over the past five years, the State of Maryland has allocated significant new funds targeted for specific purposes (e.g., University System of Maryland funds to support accreditation for the education program and the collaborative engineering program with University of Maryland, College Park). As these funds became available, they were moved to the college and department budgets. Since 1997, annual funds to enhance technology have been distributed to the deans' budgets and allocated according to a priority system established by a committee comprised of the Provost, Vice President for Administration and Finance, Associate Provost, Director of Academic Computing, and Director of Computing Services and Telecommunications.

It is important to emphasize that new funds in Academic Affairs have been largely targeted for specific purposes. This has limited the dollars that could be allocated on a discretionary basis by the deans. In 2000-2001, the President, acting on advice from the Cabinet, established a pool of discretionary funds to fuel new academic initiatives. The Provost and the deans will work collaboratively in allocating these funds. As Academic

Affairs continues to develop its new college structure (see Chapter Three) and works to carve out more flexibility in operational budgets, it is anticipated that the deans' discretionary authority over budgets will continue to increase.

### **III. STUDENT AND CAMPUS LIFE**

The Middle States visiting team in its 1996 report recognized that the University has established "a set of programs, policies and services that are valued by students, respected by faculty and staff, and in some areas, typify best national practices." The report further indicated that the "organizational unit of Student and Educational Services has benefited from stable, capable leadership and thoughtful proactive planning." The team recognized the University's successful promotion of an "integrated educational experience for students" as well as its special attention to "programming for diversity" through various administrative offices and student organizations. The visitation team noted that the University demonstrated an understanding of student needs and problems through such initiatives as special interest student housing and effective academic support services. The report commended the University for making the campus user-friendly by providing "clear, accurate, and useful written information to students."

FSU's strong and obvious commitment to students, the visitation team noted, presented a financial challenge for the University. Financially, the visitation team concluded that the University would need to "protect the integrity and effectiveness of student services and co-curricular programs within the context of essential budget reductions." In the areas of educational programs and services, the visitation team highlighted challenges involving the assessment of co-curricular activities and support of students who are members of Greek organizations.

To help address these various challenges, the visitation team suggested a review of the University's freshman orientation class for increased opportunities to teach skills necessary for successful learning. The team also suggested that a review be made of the allocation of local financial aid resources to assure that funds are available to support students after their first year. The evaluators noted that reviewing residence hall and food service programs and adopting policies attractive to students should continue as a way to influence students to live on campus.

The visitation team made a number of recommendations in the area of student and campus life. These recommendations were targeted toward strengthening and stabilizing enrollment patterns at the University and improving student advising.

Recognizing the importance of quality advising to student satisfaction and success, the team urged the University to implement the recommendation on academic advising appearing in the institution's self-study (Visitation Team Recommendation Three).

The self-study recommendation calls upon the institution to improve academic advising by: 1) implementing a student evaluation of the advising system; 2) putting greater emphasis on advising within the faculty evaluation system and rewarding faculty

commitment to academic advising; and (3) assessing the needs of advisors so that a training program can be fashioned to meet both their needs and those of special student populations.

### *The University's Response to the Visitation Team's Suggestions*

#### Introduction to Higher Education 101

The Introduction to Higher Education course has received considerable attention since the visit of the Middle States team. In December 1999, the responsibility for administering the course was assigned to the Associate Vice President for Student and Educational Services. During the Division's January 2000 workshop, the results of the student and instructor evaluations of the course were examined. A steering committee was formed to revise the course for the 2000-2001 academic year. This committee focused on the following areas: 1) refining the core objectives; 2) training; 3) co-curricular activities; and 4) resources for instructors. A website for the orientation course was developed during summer 2000; this site features information on study skills, campus resources, career development, wellness, campus activities, and direct links to several websites within student services.

#### Allocation of Financial Aid Resources

There has been a significant restructuring of the financial aid and scholarship program since the visit of the Middle States team. These changes are fully discussed later in the description of the University's response to Recommendation Two. As indicated in that section, these changes have addressed the concern expressed by the team that funds should be available to support students after their first year.

#### Review of Programs and Policies in Residence Halls and Food Service

There have been a number of significant changes in both residence halls and food service since 1996. Services now available to resident students include "port-per-pillow" access to Internet. A number of single-sex residence halls have been converted to coed halls and there has been an increase in the availability of special-interest housing, most notably a freshman hall dedicated to community service (Allen HallSTARS). The number of meal plan options available to students has also increased considerably.

The fall 2000 semester saw the highest occupancy rate within the residence halls in over ten years. During the 2000-2001 academic year, the University identified a number of single rooms to be converted to double rooms for the fall 2001 semester; in addition the University is now soliciting bids for a privatized, apartment-style residence hall that is scheduled for opening in fall 2002.

## Strengthen the Connection between Greek Organizations and FSU

The Middle States visiting team suggested that the University should "strengthen the connection between Greek organizations and FSU, acknowledging the role of Greeks as local community ambassadors for the University and placing additional responsibility on the Greeks to provide positive leadership within the student population." The Greek system at FSU has made significant improvements since the appointment during the 1998-99 academic year of an Assistant Director of the Lane Center and Campus Activities, whose responsibilities primarily focus on working with fraternities and sororities. New initiatives include the renewal of the Greek Council, several Greek-focused educational seminars, the implementation of a Greek awards reception, and the rebirth of Greek Week.

One of the challenges confronting the University in this area is the fact that several fraternities and sororities have dropped their affiliations with their national organizations. The rising cost of national dues and an unwillingness to comply with University policies governing Greek groups are the primary reasons that groups have cited for disaffiliation. The University continues to require its recognized Greek organizations to have national affiliation, as it recognizes the benefits of such affiliation: risk management procedures and policies, anti-hazing education, on-site visits by professionally trained consultants, and national policies related to academic standards. The majority of our campus chapters receive at least one and in some cases two visits per year by travelling consultants and regional leaders from each organization. The Greek organizations at FSU have also benefited from the increased attention and resources that have been invested in community service, as discussed later in this report.

### *The University's Response to the Visitation Team's Formal Recommendations*

#### **Recommendation Number Two:**

Building on the three recommendations in the self-study (3-1, 3-2, 3-9), coordinate and integrate the marketing initiatives, recruiting efforts, financial award processes and retention strategies (present and planned) to strengthen and stabilize the enrollment patterns at FSU. Clear and realistic goals for recruiting students of various geographic origins, race/ethnicity and academic ability will provide a focus for expanding financial and human resources in ways that will yield desired results for the institution.

This is a recommendation that has received considerable attention since the team made its visit to the campus. During the 1999-2000 academic year, the University engaged the services of a marketing consultant to assist with the development of marketing strategies.

The Executive Committee made enrollment management the focus of the 1998 Cabinet retreat. This attention helped to educate and stimulate the entire university community to be committed to the enrollment goals of the University. There was an increase in the involvement of faculty members with various recruitment projects; the

University provided additional support in the area of scholarships and University grant money.

In response to one of the recommendations made by the consulting team, the University has created a new position, Vice President for Enrollment Management. This position, which was filled during the summer of 2000, is responsible for all phases of the University's admissions, financial aid, and marketing, thus tying these important functions into one coordinated operation. The appointment of a staff member to coordinate the orientation of transfer students more effectively has also enhanced recruitment efforts.

During the 1998-99 academic year, the scholarship program was restructured to distribute the scholarship pool to a larger number of applicants and, consequently, increase the number of FSU students with above average SAT scores. The former Presidential, University, Talent in the Arts/Leadership, Academic Achievement, Merit, and Residential Awards were eliminated and replaced by Academic Excellence Awards, ranging from \$1,000 to \$3,500 a year, to be used for any part of a student's bill. All awards are renewable, thus addressing a concern noted by the visiting team. (See Chapter Four for a further discussion of the University's use of scholarship programs to help reach enrollment goals.)

The fall 2000 semester marked the largest freshman class in the University's history. Of a total enrollment of 5,348, first-year undergraduate students numbered 1,054. Of this total enrollment, 15.6% are African-American and a total of 22% are students of color, illustrating the University's continued success in attracting minority students to Western Maryland, where the residential population includes only 2% minorities. For the recruitment of the fall 2001 class, the University has developed a matrix that communicates very clearly the qualifications (i.e., standardized test scores, high school GPA) expected of prospective students. Freshman applicants are also expected to submit an essay as part of the application package.

A number of recent developments will help the University in attracting and retaining additional students, in order to attain enrollment goals:

- Maryland Hope Scholarship Program - provides financial assistance to students pursuing degrees in certain specialized career fields (see Chapter Four - Five-Year Projections of Enrollment and Finance).
- FSU Working Scholars Program - funded at \$1,000 each and renewable through the sophomore year, this program matches incoming freshmen with professors to work as lab assistants or conduct research (see Chapter Four - Five-Year Projections of Enrollment and Finance).
- Contiguous county policy - In August of 2000, the USM Board of Regents granted FSU permission to charge undergraduate students from contiguous counties in Pennsylvania, Virginia, and West Virginia 200% of the

University's in-state tuition (as opposed to the standard 250%) as a first step in helping it become more competitive in the region (see Chapter Four - Five-Year Projections of Enrollment and Finance).

?? Rowe scholarship - In early 2001, the University received an endowment of over \$720,000 from the estate of a private individual, Harold Rowe, who designated that the funds be used to support international students at FSU (see Chapter 3 - International Education).

**Recommendation Number Three:**

The academic advising process is identified in higher education research as an important factor in the success and satisfaction rates of students. Recommendation 3-3 in the self-study deserves serious attention and follow-up.

The Retention Council appointed in fall 1995 soon found that many of the problems and solutions it addressed focused on academic advising. The Council recommended several specific departmental strategies, developed a statement of advising goals for the institution, and pre-tested a possible institutional advising assessment instrument. The Council also determined that, prior to any qualitative evaluation of individual advisors, it would be appropriate to assess their training needs and to offer a systematic educational program. As recommended in the self-study, a subcommittee of the Council asked all academic advisors to respond to a needs assessment survey.

The most critical need identified was training in the use of the Student Information System (SIS), which finally was finding its way to most advisors' desktops. A working group developed a SIS Handbook and the Registrar's Office offered a hands-on workshop. Both the workshop and the handbook have become staples of the expanded training program. In fall 1999, more academic advising information was incorporated into the New Faculty/Administrators' Orientation session, followed by 10 workshops (20 sessions) throughout the academic year.

During the 1999-2000 academic year the University developed an action plan to enhance academic advising. This plan was prepared by the Academic Advising Subcommittee of the Retention Council, and the final version was submitted to the Board of Regents of the University System of Maryland in March 2001. The advising plan evaluates current practices and recommends enhancements in the six areas deemed as essential to be addressed by the USM best practices review: institutional policy, models/delivery systems, training, evaluation, rewards, and information systems. Those strategies that are being implemented during the 2000-2001 academic year include the appointment of an Academic Advising Council, implementation of the Advising Mentor training program, completion of an Academic Advising Handbook, funding welcome/group advising events sponsored by departments, and funding attendance at advising conferences.

The plan calls for the establishment of a permanent Academic Advising Council consisting of faculty and staff from each of the three divisions involved in the delivery of

academic advising (Academic Affairs, Student and Educational Services, and Enrollment Management). This Council will report to the Provost; members will be elected/appointed by May 2001.

Finding a way to address creatively the problem of differential, and sometimes excessive, advising loads is a need identified in the plan. There are several specific implementation strategies set forth in the document, including the development of group advising options, redistribution of advising loads, and the recruitment of faculty members to work with undeclared students.

The plan also encourages academic departments to welcome and orient new majors systematically. By providing a comprehensive orientation to the major, department chairs can encourage both students and faculty advisors to emphasize academic program planning, rather than semester-by-semester scheduling.

The development of a systematic training program for academic advisors was given significant attention within the academic advising plan. There has already been increased emphasis on advising in the training program for instructors of Introduction to Higher Education 101 (ORIE 101), the freshman orientation course. The plan also supports the continued development of the centralized academic advisor training program by adopting the Advising Mentor Program to "credential" superior academic advisors. In fall 2001, the individuals who desire to earn Advising Mentor status will take an examination to earn their credential and pilot both student and peer evaluations of the quality of their advising. In spring 2002, those receiving the first Academic Advising Awards will be recognized, and by fall 2002, all academic advisors must be evaluated by student advisees and their peers. The deans and vice presidents all have committed to considering participation in the Advisor Mentor program as valuable professional development and to incorporating advising evaluation into consideration for promotion, tenure, and retention.

The advising plan acknowledges that academic advising has not been consistently evaluated. There are some programs that conduct systematic evaluations of the academic advising they provide. Entering freshmen attending the Summer Planning Conference rate the value of the advising they receive as one component of the program and all ORIE 101 students complete an extensive evaluation, including several questions concerning academic advising. In addition, at least two departments (Visual Arts and Psychology) have included academic advising in student evaluation instruments. In spite of these efforts, the quality of academic advising is not consistently recognized in the current reward structure for faculty. The advising plan calls upon the institution to increase the attention that academic advising receives in the faculty reward system.

The important role that information systems play in the delivery of academic advising is also recognized in the University's plan. The Registrar's Office has consistently provided training for academic advisors in the use of appropriate screens within the Student Information System. Both students and advisors are making increased use of the FSU Intranet, which provides access to student records and many official forms. On

Course, an automated degree audit system, remains in use, although faculty, students, and staff find the format of the audits difficult to understand. The abandonment of the purchasing of the Oracle Student Information System has delayed the implementation of a new degree audit system.

#### **IV. FACULTY**

The visitation team recognized the faculty at the University as a "committed, extremely hard-working and competent group." It also commended the institution's effort to increase the number of women and faculty who are members of underrepresented groups. The team noted that the sabbatical leave program for faculty was fully funded and equitable.

Although the University's efforts to attract minorities to its faculty were acknowledged by the team, faculty diversity remained an issue of concern for the evaluators. The University's past retention rates of "people of color" were found by the evaluators to be "particularly troublesome." The team also identified heavy faculty teaching loads as "seeming to impact negatively on student advisement" and, in some departments, faculty involvement in forms of scholarship, including grant writing. The visitation team also identified as important challenges wide differences in faculty evaluation across academic departments, the failure to set professional expectations for long-term contractual faculty members and to evaluate their performance, and low salaries for core faculty.

Actions suggested by the visitation team to meet these challenges included: formalizing and expanding to all departments the mentoring of untenured and contractual faculty; including contractual faculty in departmental and school activities to provide incentives for professional development; and developing an "institution-wide" advising system to encourage coordination and communication between faculty and offices serving students. (The University's action plan to enhance academic advising was discussed earlier in its response to Recommendation Two.)

The visitation team formally recommended that the University continue its efforts to diversify faculty by implementing aggressive strategies (Recommendation Four). This recommendation was among those given the highest priority by the visitation team. The team also recommended that the institution continue its efforts to standardize the faculty evaluation system and include contractual faculty (Recommendation Five).

#### ***The University's Response to the Visitation Team's Suggestions***

##### **Mentoring and Supporting New Faculty**

All new faculty (tenure-track and contractual) and staff members are now being introduced to academic policies, campus resources, and academic advising expectations through a new orientation program developed by the Office of the Provost that offers workshops throughout the fall semester. Topics covered in the workshops include:

- Legal Issues
- Academic Rules and Regulations That New Faculty Need to Know
- Academic Computing Services
- Library Services
- Student Information System and the University's Intranet
- Research and Sponsored Programs
- International Programs
- Sexual Harassment
- Student Services

*The University's Response to the Visitation Team's Formal Recommendations*

**Recommendation Number Four:** Continue efforts to diversify faculty by implementing aggressive strategies. This has the highest priority from the Visitation Team.

Historically, Frostburg State University has faced many challenges in recruiting and retaining minority faculty and staff. As the westernmost region of the state, the University is over 150 miles from any large city, and the regional minority population is approximately 2%. Since the 1996-97 academic year, the total number of faculty has shifted only slightly from 240 to 239. In those five years, the proportion of women faculty has increased from 35% to 36% and the proportions of African American and Asian faculty have remained constant at 2.5% and 4.2% respectively. Hispanic faculty have increased from 1.3% to 3.3%. The following table provides a breakdown of this data:

**Table 2.2: Percentages of Minority Faculty: Comparison of AY 1995-1996 to AY 1999-2000**

AY	Total	WM		WF		BM		BF		Asian M		Asian F		Hisp M		Hisp F	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>95-96</b>	240	141	58.8%	79	33%	5	2.1%	1	.4%	7	2.9%	3	1.3%	3	1.3%	0	0%
<b>99-00</b>	239	137	57.3%	79	33%	3	1.3%	3	1.3%	7	2.9%	3	1.3%	6	2.5%	2	.8%

Of special significance is that Henry C. Welcome Fellowship Grants have been awarded to three minority faculty members at the University since 1998. The fellowship program, funded by the Maryland Higher Education Commission, provides \$20,000 over three years to underwrite professional development activities, research, and publication. It is intended to increase minority faculty in the state's higher education institutions. Since the program's inception in 1984, approximately 50 men and women have been Welcome Fellows at Maryland institutions, four of them at Frostburg.

## Faculty and Staff Recruitment and Retention Programs

Frostburg State University persists in its commitment to diversity among faculty and staff. In faculty recruitment and hiring, the Provost plays a major role by working with search committees in setting goals, planning for applicant pools inclusive of diverse representation, reviewing lists of applicants recommended for interviews, and scrutinizing hiring offers and decisions. Additionally, the hiring process follows the guidelines of the Affirmative Action/Equal Employment Opportunity Program that detail the responsibilities of supervisors in conjunction with the Human Resource and AA/EEO staffs.

The Office of AA/EEO distributes employment data to the University community, including the number of searches, applicants, interviews, and hires by race/ethnicity and gender. Also, data on doctorates awarded nationally and on professional employees in higher education by race/ethnicity and gender are distributed. This process helps inform faculty and staff as to the University's progress and prospects for recruitment of minorities.

The preparation of Periodic Program Reviews (PPR) by academic departments provides a further opportunity to address diversity matters. Analyses of faculty component and student demographics for the PPR have led to specific departmental diversity goals and recruitment strategies. These strategies have included all of the following:

1. Publishing job announcements in minority publications
2. Utilizing minority registries
3. Offering adjunct teaching opportunities for minority and women doctoral students
4. Offering competitive salaries
5. Contacting professional colleagues at institutions that would likely provide minority applicants

In conjunction with these departmental strategies, the Office of Human Resources continues to play a central role in the hiring of faculty and staff. This role includes assuring that both new and vacant positions are advertised as openly and widely as possible in national newspapers and journals specific to disciplines. At the department level, department chairs and directors are encouraged by the Office of Human Resources to contact minority colleges and universities, professional associations, businesses, organizations, and alumni.

The President's Advisory Council on Diversity (PACD) plays a significant role in reaching out to minority faculty and staff. The PACD conducted a forum in December 2000 to hear directly about issues and concerns. A follow-up workshop with the President, vice presidents, deans, and minority faculty and staff was held in April 2001. Leading the workshop were the founder and executive director of the Washington, D.C.-based National Coalition Building Institute (NCBI) and the NCBI constituency leader for people of Black/African heritage. Members of the President's Advisory Council on

Diversity and the Core Team of the FSU Chapter of NCBI will continue to explore minority issues on campus.

**Recommendation Number Five:**

Continue efforts to standardize the faculty evaluation system including contractual faculty.

In 1995, the Office of the Provost and the Faculty Senate charged the Evaluation Subcommittee of the Faculty Concerns Committee with the task of reformulating the University's faculty evaluation process and related merit system. According to the report issued by the subcommittee, many faculty members found the system in use at that time to be "awkward, time-consuming, and unsatisfactory in terms of faculty development and time management" (Report of the Evaluation Subcommittee, March 27, 1997).

After a year of discussion, the Faculty Senate approved the University's new faculty evaluation system in May of 1998. Under the new system, the evaluation process has been standardized across all of the University's academic departments and colleges. Teaching in all courses, including those taught by contractual faculty, is evaluated by students using a standard rating form. However, contractual faculty members presently do not participate in the full evaluation process.

Under the new university-wide system, academic departments carry out faculty evaluation for four purposes:

- To inform faculty members regarding the degree to which their performance matches Department/College/University expectations
- To supply information and guidance to faculty with respect to professional improvement and development
- To establish a base of information for future personnel decisions, including contract renewal, tenure and promotion
- To determine annual merit pay increases.

Overview of the New Faculty Evaluation System

The University's new system is intended to be "a comprehensive approach to reviewing and evaluating the activities of faculty members within their three major roles," (see Appendix III). The major stipulations of the evaluation system include the following:

- For each major role (teaching, professional development and achievement, and service), there are institutional minimum and maximum values (weights) that are derived from the faculty workload guidelines established by the University System of Maryland, giving faculty the opportunity to negotiate a weight for each role.

- Data gathered for review and evaluation comes from students and from the faculty member. Each rating source (department peers, department chair, and students, as appropriate) has a pre-established weight to reflect the impact each source has on the evaluation of each faculty role.
- Each faculty member enters into an evaluation agreement for category weights with the department chair. The minimum and maximum weights allowed in the evaluation system for Teaching, Professional Development and Achievement, and Service are as follows:

**Table 2.3: Faculty Evaluation System: Minimum/Maximum Allowed Weights**

<b>Minimum</b>		<b>Maximum</b>
50%	Teaching	80%
10%	Professional Development and Achievement	30%
5%	Service	25%

- The evaluation process is standard across all of the University’s academic departments, including the use of the same student rating form in all courses, except internships. The process results in a score, or overall rating, which summarizes the faculty member’s performance.
- There is a direct link between a faculty member's overall rating and merit pay. Under the evaluation system, merit pay begins at the 3.0 ("Meets Expectations") overall rating level and increases as a faculty member's overall rating rises to 5.0 ("Outstanding Performance").
- Yearly evaluation occurs for: (1) all untenured, tenure-track faculty; (2) all tenured faculty evaluated in the previous year below a 3.0 rating in any category; and (3) all tenured faculty seeking ratings of 3.0 or above.
- Tenured faculty members have the option to be evaluated once every three years. In addition, tenured faculty are encouraged to complete evaluation in the two years preceding a request for a sabbatical or a request for a promotion.
- Departments employing contractual (full-time and part-time) faculty may design particular evaluation procedures depending on the faculty member’s responsibilities in the department and the terms of the contract.

### First Year Implementation

During FSU’s initial implementation of the current evaluation process in AY 1999-2000, it became apparent that departments were not applying the evaluation guidelines in a consistent fashion. To address this problem, the Provost asked each of the deans to form a College Evaluation Committee (CEC). Each CEC is to review all evaluation guidelines submitted by academic departments and work with departments in its College to ensure a rough comparability in standards that is consistent with the Faculty Handbook.

## V. ACADEMIC PROGRAMS

### THE FROSTBURG CAMPUS

The Middle States visitation team found the University's greatest strength to be its "committed, creative faculty." The "professional involvement" of this faculty, the team stated, has enabled the University to develop strong programs within its institutional mission, use resources efficiently to expand curricula in desired areas, and embrace technological innovation, including distance learning. The visitation team found that procedures for curricular change helped to ensure that new program initiatives were considered in light of the educational goals of the institution. The team also recognized the importance of academic program assessment to the University.

Developing a process to coordinate, guide, and oversee classroom innovation to ensure that new practices are in accord with institutional goals was identified by the visitation team as an important concern and a significant challenge facing the institution. To meet this challenge, the visitation team recommended that the Plan for University Assessment be adopted as soon as possible and that the institution develop written guidelines for "coordination and accountability for regular curricular review" (Visitation Team Recommendation Six).

An additional challenge facing the University, as identified by the Middle States team, was creating a "single source of support for faculty's interest in promoting integrative knowledge among its students." It identified the Academic Council as a means of meeting this particular challenge. "The locus of academic leadership," the team concluded, "should be based solidly within the Academic Council for all academic decisions affecting the academic programs." It recommended improving communication and coordination between the Chairs' Council and the Academic Council through shared agendas, and between the Academic Council and the Faculty Senate by asking a member of the Senate to sit with the Academic Council (Visitation Team Recommendation Seven).

Finally, the visitation team sensed "considerable confusion" on the campus regarding graduate education. The team saw a need to review the place of graduate education at the institution and the direction graduate studies should take. This issue was discussed in the University's response to Visitation Team Recommendation One.

#### *The University's Response to the Visitation Team's Formal Recommendations*

**Recommendation Number Six:**

Accept the proposed Plan for University Assessment as soon as possible. In addition, develop written guidelines for coordination and accountability for regular curricular review.

FSU's Assessment Plan and Periodic Program Review Process help ensure that the University's instructional programs are of the highest quality and promote the mission and goals of the institution.

The University Assessment Plan (UAP) came into focus and was written by the Dean of Assessment in the summer of 1996. After review and approval by the Office of the Provost, the plan was considered and endorsed in the fall of 1996 by various bodies of the University's governance system, including the Chairs' Council and the Academic Council.

Central to the UAP is the measurement of critical thinking skills and the verbal facility of students. Other key aspects of the UAP include an examination of first-year students' educational and personal development and a survey of alumni experiences and views. The UAP was formulated with the specific intent that the University would use information from its assessment activities to inform instruction, curriculum, and planning. (The UAP and other University assessment efforts are discussed in Chapter Four.)

As discussed earlier in this chapter, academic programs are evaluated once every five years through the University's new Periodic Program Review process. Conducted by the responsible academic departments and submitted to the Provost, reviews help improve undergraduate and graduate programs within the context of the University's mission and goals (see Chapter Four).

**Recommendation Number Seven:**

Integrate the agenda of the Chairs' Council with that of the Academic Council, encouraging communication to pass directly to the Academic Council, and then from the Council to the department chairs, and providing direct linkage between the Faculty Senate and the Academic Council by inviting a member of the Senate to sit with the Academic Council.

During the last two years, the steering committee of the Chairs' Council has been integrated into Academic Council. The deans meet with Academic Council formally and with the Chairs' Council informally or by invitation. A member of the Faculty Senate has been added to the Academic Council.

The Academic Council serves as an important channel of communication within academic affairs. Meetings of the Academic Council are routinely used to clarify existing policies and procedures. In addition, the need for new policy directions within academic affairs is often identified through discussions held at Council meetings.

The Chairs' Council also serves as an important forum for discussion within academic affairs. Chairs' Council is comprised of all academic chairs and associate chairs and it meets monthly. A Chair is elected by the Council, as is an executive committee comprised of one chair per college.

Frequent guests are invited to the Chairs' Council, including the President, deans, the Provost, the Registrar, the Vice President for Enrollment Management, the Vice President for Administration and Finance, and others as appropriate. Approximately half of each

meeting is devoted to a focused discussion of an administrative topic. The remainder of the meeting time is devoted to work on issues affecting all academic programs (e.g., course evaluation, workload interpretation, advising policies, course scheduling and new program initiatives). The Council forwards recommendations to the appropriate administrative office(s) and/or governance committee on a three-quarters vote of members of the Council.

### **THE HAGERSTOWN AND FREDERICK CENTERS**

The visitation team recognized the Hagerstown Center as enjoying the "support of influential sectors of the local business and political communities." Its Director and Assistant Director were seen by the team as having a "keen appreciation" of the service needs of adult students. The team evaluated the distance learning classroom at the Hagerstown Center as "state-of-the-art" and offering "enormous potential for expanding programs to the Center and enriching the student's learning experience."

Challenges faced by both the Hagerstown and Frederick Centers included what the visitation team saw as an "uneven commitment" to the centers relative to the main campus, as well as the problems associated with coordinating services to "two geographically separated sets of programs." The team identified providing library resources, reliable information technology, and key student services to the centers as especially difficult challenges for the University.

To meet the challenges presented by the Hagerstown and Frederick Centers, the visitation team recommended that the University create a "uniform" policy regarding teaching at the two sites. As part of this recommendation, the team urged the University to make teaching at Hagerstown or Frederick a part of the job description of all new hires in relevant departments and to establish a uniform set of incentives for existing faculty already teaching at these sites (Visitation Team Recommendation Eight).

Noting the absence of on-site libraries at the Hagerstown and Frederick Centers, the visitation team also recommended that the University enable students at these sites to access materials relevant to their courses. Possible options identified by the team were the purchase of CD-ROM reference materials, the use of on-line databases, the establishment of cooperative arrangements with public libraries, and instituting on-site reference assistance at the centers (Visitation Team Recommendation Nine).

#### ***The University's Response to the Visitation Team's Formal Recommendations***

##### **Recommendation Number Eight:**

Create a uniform policy regarding teaching at the Hagerstown-Frederick sites. That policy should embrace (a) making teaching at the sites part of the job description for all new hires in the relevant departments, and (b) establishing a uniform set of incentives for existing faculty already teaching at these sites.

The departments offering courses at the Hagerstown and Frederick Centers are working toward a uniform policy regarding teaching at the off-campus sites. New

positions in the relevant departments include teaching at the off-campus sites as part of the job description. Moreover, in these departments, there is an expectation that all faculty will participate in off-campus teaching. The intent has been to create a strong sense of community that includes faculty and students at both the main campus and the remote sites.

The incentives that are currently in place for remote site teaching are unfortunately still college specific. Faculty within the College of Business enjoy a one-course release annually if they teach a course at multiple sites. Faculty in the College of Education who teach a course at remote sites using the Interactive Video Network (IVN) generally receive credit for both the students at the main campus and the remote site.

**Recommendation Number Nine:**

Enable Hagerstown-Frederick students to access material relevant to their studies in the absence of the capacity on the part of the institution to invest substantially in an on-site library. These options should involve (a) the acquisition of additional CD-ROM's and CD-ROM drives; (b) the exploration of license agreements with major database providers; (c) the investigation of the possibility of cooperative arrangements with public and other libraries accessible to Hagerstown-Frederick students; and (d) determination of the feasibility of on-site reference assistance. These are not mutually exclusive alternatives, but might be pursued singly or in various combinations.

The University has made many advances in providing its students and faculty access to material relevant to their studies and research interests. These enhancements have significantly benefited students and faculty at the Hagerstown and Frederick Centers.

Many of these improvements are the direct result of FSU's participation in the University System of Maryland's (USM) Library Information Management System (LIMS) program. LIMS began with VICTOR, the USM's shared online catalog and networked circulation system. It is an inventory of most of the resources owned by the libraries of the 13 participating USM institutions and allows eligible USM students, faculty, and staff physical access to the circulating collections throughout the System. VICTORWeb, the web-based version of VICTOR, was launched in January 1999 and is available to all Internet users.

In 1997, FSU, through LIMS, purchased joint subscriptions to 10 web-based commercial databases comprised of electronic indexes, full-text articles, statistical data, encyclopedias, and other reference tools. The University and the LIMS consortium increased the number of joint subscriptions to 25 electronic databases in 1998 and initiated MdUSA, the Maryland University and College Statewide Access to Electronic Resources gateway. MdUSA is the shared web-based gateway to the databases to which the USM libraries subscribe. The USM Libraries in the fall of 1999 expanded MdUSA to 35 databases covering a variety of academic disciplines, including full text articles for over 7,000 periodical sources. At that time, the Library also joined 48 other Maryland public and private colleges and universities in the Maryland Digital Library (MDL) project, an initiative funded by the Maryland Higher Education Commission. These

electronic resources greatly enhanced the availability of information and research materials to the students and faculty at the Hagerstown and Frederick Centers.

In July 2000, faculty, staff and students of participating institutions throughout the state gained access to 10 significant scholarly information resources. This collection of on-line resources is the latest addition to the 35 databases available to the Hagerstown and Frederick Centers through MdUSA. Included in the set is *netLibrary*, a cutting-edge service that aggregates hundreds of electronic books (e-books) that libraries can purchase and circulate electronically to their users. The MDL made an initial purchase of approximately 350 titles, primarily specialized reference materials in all academic disciplines. The Maryland Digital Library will eventually include the Maryland Premier Academic Catalog (MdPAC), a web based union catalog of the holdings of academic libraries statewide, and digitized information resources from academic library special collections across the state.

Providing reference assistance to Hagerstown and Frederick Center students and faculty has always been a concern. In order to address this issue, the "ASK A LIBRARIAN" service was added to the Library's website in spring 2000. This e-mail service allows all of the University's remote users access to a reference librarian for research and technical assistance. (Please see the University's response to Recommendation number 11 for additional information regarding on-site reference assistance.)

## **VI. THE LIBRARY, INSTRUCTIONAL RESOURCES, AND INSTRUCTIONAL TECHNOLOGY**

### **THE LIBRARY**

The Middle States visitation team evaluated the Lewis J. Ort Library as a "well-managed and technologically-advanced facility that supports the University's mission of providing a learner-centered environment." Strengths recognized by the team included concerned librarians who were knowledgeable, technologically astute, and "dedicated to assisting students, faculty, and members of the community in working with information resources and systems." The Library's participation in statewide cooperative resource-sharing agreements and its special collections were cited as important strengths.

The visitation team identified limited and increasingly outdated collections (due to multi-year budget constraints) as a serious challenge facing the Library. They also identified student difficulties in obtaining copies of needed periodical articles and suggested that the Library might investigate utilizing commercial information providers. In addition, the evaluators mentioned the lack of an electronic classroom in the Library for the teaching of information skills and strategies.

The team strongly recommended that the University give the library a "high priority" in budgeting and fund-raising so that it "can more effectively achieve its objectives of facilitating student learning." The visitation team noted that this "may entail designating

increased ongoing and new funding for the Library's operational budget in support of the academic programs emphasized in the University's mission statement" (Visitation Team Recommendation Ten).

Finally, the visitation team recommended that library services to the Hagerstown and the Frederick Centers be addressed by examining the issues surrounding the delivery of materials to these sites. This recommendation also called for a more effective information delivery and electronic reference support system at the centers and the expansion of on-site reference assistance to the sites (Visitation Team Recommendation Eleven).

### *The University's Response to the Visitation Team's Suggestions*

#### Acquisition of Online Materials

In addition to the initiatives described under Recommendation Nine, student and faculty access to reference materials was enhanced by the Library's purchase of a subscription to DIALOG's Classroom Instruction Program (CIP) in August 1998. The CIP provided direct student and faculty access to approximately 350 commercial databases covering all academic disciplines at considerably reduced searching costs. These comprehensive, scholarly databases supplemented the Library's electronic resources for graduate students. However, in December 2000, DIALOG discontinued the CIP program when the database providers changed their access policies and eliminated the reduced fee structure for academic institutions. As a result, the Library revised its participation in DIALOG's direct student and faculty searching program, limiting the number of available databases to 11 unique resources, the contents of which are not generally found in the MdUSA or MDL databases. Most of these resources specialize in the biological sciences, chemistry, and social sciences.

For those materials that students cannot obtain in-house from the University's printed collections or electronically through VICTORWeb, MdUSA/MDL, and DIALOG, traditional interlibrary loan (ILL) services are always an alternative. In 1999, the Library established a depository account with UNCOVER, a commercial document delivery vendor. UNCOVER is used to supplement the Interlibrary Loan service.

#### The Electronic Classroom

Construction of an electronic classroom on the third floor of the Library began in 1997, with the installation of all equipment completed in January 1999. The total cost was \$120,000, with \$40,000 of this amount provided by the University and the remaining \$80,000 funded through the Library budget.

The state-of-the-art facility provides a hands-on, computerized, learning environment where incoming and upper-level students are introduced to the Library's numerous electronic resources and are taught effective searching skills by the Library's professional staff. From July 1998 to June 2000, librarians taught 542 instruction sessions.

*The University's Response to the Visitation Team's Formal Recommendations*

**Recommendation Number Ten:**

Insure the Library, as a major learning and teaching resource for FSU and its many communities, is given a high priority in budgeting and fund-raising (as provided for in the capital campaign now underway), so it can more effectively achieve its objectives of facilitating student learning. This may entail designating increased ongoing and new funding for the Library's operational budget in support of the academic programs emphasized in the University's mission statement. This carries the highest priority from the Visitation Team.

The Lewis J. Ort Library has two funding streams: its annual budget and the University's commitment to the USM's Library Information Management System (LIMS). The annual library budget covers the physical acquisition of library materials (i.e., monographs, periodicals, and media), operating expenses and staff salaries, while the more recently initiated revenue stream for LIMS supports the program's infrastructure. During the past five years, the annual library budget has remained stable while funding for LIMS has increased significantly. Below is a comparison of the Library's annual budget from FY 1996 to FY 2000:

**Table 2.4: Annual Library Budget: FY 1996 through FY 2000  
(End of Fiscal Year Budget Figures)**

	<b>FY 1996</b>	<b>FY 1997</b>	<b>FY 1998</b>	<b>FY 1999</b>	<b>FY 2000</b>
<b>MATERIALS</b>	253,677	250,986	244,124	243,379	247,720
<b>SUPPORT</b>	121,506	132,652	175,325	162,133	111,075
<b>SALARIES</b>	952,505	949,630	958,545	894,343	940,918
<b>TOTAL</b>	1,327,688	1,333,268	1,377,994	1,299,855	1,299,713

Frostburg State University is one of 13 institutions currently participating in the USM's LIMS program. As noted in the Library's response to other visitation team recommendations and suggestions, LIMS is comprised of two information services, VICTORWeb and the Maryland University and College Statewide Access to Electronic Resources gateway (MdUSA). VICTORWeb is the USM's online catalog and networked circulation system. MdUSA is the shared Web-based gateway to the databases to which the USM libraries subscribe. These databases provide access to electronic indexes, full-text articles, statistical data, encyclopedias and other reference resources.

Frostburg State University, along with the other participating institutions, is committed to paying the costs associated with the management of the USM LIMS program and has supported the LIMS project since its inception in 1988. These costs include the maintenance of the existing system, necessary hardware and operating software, and the purchase of a next generation integrated library system (LIMS3). Only limited funds are provided in the institutional commitment to LIMS for the subscriptions

and licensing fees for the electronic databases (MdUSA). Table 2.5 illustrates the total support from the University for LIMS and the amount earmarked for databases.

**Table 2.5: FSU's Contribution to LIMS Operating Expenditures and Amount for Database Purchases**

	<b>FY 1997</b>	<b>FY 1998</b>	<b>FY 1999</b>	<b>FY 2000</b>	<b>FY 2001</b>
<b>Total</b>	130,102	134,246	138,594	252,656	250,738
<b>Database</b>	(10,007)	(12,008)	(14,410)	(17,292)	(20,751)

The Library has supplemented these expenditures with funds from the annual library budget, thereby restricting purchases of monographs and visual materials for the collection. The Library's cost for participating in MdUSA rose from \$13,412 in FY1998 to \$57,264 in FY2000, due to expansion in the number of databases available and increases in the costs of licensing agreements and subscriptions. To cover the additional expenses, the Library cancelled \$37,000 in print journal subscriptions in FY 2000. Not all of these titles are available electronically. Subscription costs for the MdUSA databases are expected to total at least \$60,000 in FY 2001.

In April 2000, a recommendation was included in the University's technology plan, *Strategic Directions in Information Technology, Phase II*, to ensure continued increases in funding to support the Library's participation in MdUSA and the USM LIMS initiative. Allocations of funding in response to campus-wide needs and recommendations identified in the technology plan are reviewed yearly by the Provost and the Vice President for Administration and Finance.

Additional Library Expenditures Since Spring 1996

In addition to providing funding support for the LIMS initiative, the Library also funds its depository account with UNCOVER from the annual library materials budget. This is a commercial document delivery service used primarily when the Interlibrary Loan Department cannot request a periodical article from another library. The cost of this service continues to increase.

During FY 1999, the Library significantly enhanced user access to its CD-ROM collection of government documents by purchasing a CD-ROM tower and server and networking them to the Library's public computers. The cost of the tower was \$25,000. The Library also increased the number of Internet accessible workstations for student use from the 10 that were installed in 1996 to 35. To effectively manage the increased number of public computers and the 25 workstations in the electronic classroom, the Library purchased a file server for \$17,000. Math, Education, and Physics/Engineering also use this server at no cost to these departments.

**Recommendation Number Eleven:**

Address the library and information needs of the Hagerstown and Frederick sites through the development of a program that includes a student and faculty-based needs assessment and an evaluation of the issues that envelop the delivery of requested materials. Further institute a more effective information delivery and electronic reference support system, and expand the Library user-education program. The new program should also include the availability of some on-site reference assistance so that students are able to work effectively with library and information resources.

Shortly after the Middle States team's visit in 1996, a working group was established to evaluate library services at the Hagerstown and Frederick Centers. In April 1997, the Hagerstown/Frederick Centers Library Services Working Group presented its report. The report addressed the various issues identified in the visitation team's recommendation, as well as others, and put forth several suggestions to provide a more effective information delivery and electronic reference support system for students and faculty at the Hagerstown and Frederick Centers. Foremost was the recommendation that the University create and identify funding for a full-time contractual position to provide technical support and library services. The 15 remaining recommendations were contingent upon the establishment of this position to oversee operations of services and to provide on-site reference assistance.

In April 1998, the Provost initiated discussions with the Library and Hagerstown Center administrators to determine the feasibility of the University providing library services under the auspices of the Library or to contract services from local public and community college libraries. Formal proposals, including cost analyses, were solicited from the Library. In February 1999, the Director of the Library received permission to create and advertise a part-time contractual position to coordinate library services at the Hagerstown Center. A suitable candidate was selected. Unfortunately, prior to accepting the position, the selected candidate withdrew his application. A second search was initiated, but has been suspended. With the advent of FSU's Hagerstown Center moving to the planned USM Hagerstown Center (see Section V of Chapter Three), and the growth of distance education programs throughout the state, the University must reexamine the value of establishing on-site reference services at the Hagerstown Center in comparison to increasing fiscal support for additional electronic resources.

However, as cited in the Library's response to Recommendation Number 9, the University has made many advances in providing Hagerstown-Frederick students and faculty a more effective information delivery and electronic reference support system. For those materials that students cannot obtain from the University's print collections or electronically through VICTORWeb and MdUSA/MDL, traditional interlibrary loan (ILL) services are always an alternative. To facilitate this process, since the spring of 2000, MdUSA has provided the capability of on-line transmission of interlibrary loan requests that are e-mailed directly to the Library's Interlibrary Loan Department for processing.

Remote access to the MdUSA databases is dependent upon a user's being a registered borrower in the VICTOR circulation system. The Reference and Circulation Departments are working closely with concerned faculty at the Hagerstown and Frederick Centers to ensure that students are registered and their borrower records are up-to-date.

To provide an electronic reference support system and to assist students in locating important electronic data and useful websites, the Library began to develop its own homepage in 1997. Subject guides and links to electronic government resources and websites are continually added, as well as other appropriate and reliable information links. The "ASK A LIBRARIAN" service on the Library's website was implemented to accommodate the remote users' need for reference assistance. This e-mail service allows students and faculty to contact a reference librarian directly for research assistance and resolution of MdUSA/VICTORWeb access issues. Questions e-mailed to the site are checked several times a day and routed to the appropriate librarian for a thorough, yet timely, response.

The Library's instruction program has also been expanded to include visits to both the Hagerstown and Frederick Centers each semester. Since July 1998, reference librarians have conducted 28 sessions at the centers, 19 in Hagerstown and nine in Frederick. In addition to on-site instruction at the centers, faculty from the MBA Department who teach at both sites have received instruction from Library staff on the use of the MdUSA databases and other library resources.

### **INSTRUCTIONAL TECHNOLOGY**

The Middle States visitation team recognized the major technological advancements made by the University and commended the senior administration, the information technology offices and committees, and the faculty for their hard work to make this happen. The University's fiber optic backbone, e-mail and Internet access, computer labs for students, computers for faculty offices, and its distance learning classrooms were cited as evidence of the University's progress in bringing information technology to the campus.

The need to increase funding for information technology to meet the growing expectations of faculty and other users was seen by the visitation team as an important challenge. The absence of a comprehensive university-wide technology plan to guide the University's information technology decisions and allocation of resources was identified as an impediment to further progress on campus in this critical area.

Noting a lack of clarity about the role of the Academic Computing Subcommittee, the visitation team suggested that the Faculty Senate consider the development of a "different structure for computing and other technological planning and policymaking." Their formal recommendation was for the University to formulate a "comprehensive technology plan that addresses academic and administrative concerns, needs, directions, and financial support." The University's multiple constituents and USM's plan for technology enhancements were to guide the institution's own technology planning (Visitation Recommendation Twelve).

## *The University's Response to the Visitation Team's Formal Recommendation*

### **Recommendation Number Twelve:**

Formulate a comprehensive technology plan that addresses academic and administrative concerns, needs, directions, and financial support. The planning process should include appropriate representation from the University's multiple constituencies and should be developed in concert with the evolving System-wide plan for technology enhancement.

In 1996, the Academic Computing Subcommittee was discontinued and replaced with the Provost's Technology Advisory Group. The Technology Advisory Group (TAG) is part of the University's governance system and includes faculty and administrators as members. TAG reviews the academic use of computing technologies on campus and makes recommendations to the Provost regarding their application in the Division of Academic Affairs. In 1997, the formal composition of TAG was expanded by the President to include representatives from all divisions of the University. Since that time, it has become the institution's principal body for information technology planning.

The University's first comprehensive information technology plan, *Strategic Directions in Information Technology*, was completed in January of 1998. Written by TAG, the plan identified academic and administrative technology needs on campus, suggested ways to meet these needs, developed an implementation timeline, and identified new funding requirements for the report's recommendations. In May of that year, the President's Cabinet prioritized these recommendations by identifying technology goals deemed most important to the University over the next three years.

*Strategic Directions in Information Technology, Phase II*, a continuation of the original planning document, was presented to the President's Cabinet in May and June of 2000. This updated document, also written by TAG, identified new information technology goals for the University and incorporated ongoing objectives from the first plan. The goals established by *Strategic Directions in Information Technology, Phase II* are commensurate with and fully promote student technology fluency and access standards established for institutions of the University System of Maryland by the Board of Regents. The University serves as a model institution within USM for meeting the information technology needs of today's students, faculty and administrators. A more detailed discussion of the University's information technology planning and initiatives is presented in Chapter Three.

## **VII. ADMINISTRATION, ORGANIZATIONAL STRUCTURE, AND GOVERNANCE**

### **ADMINISTRATION AND ORGANIZATIONAL STRUCTURE**

The visitation team evaluated the University's organizational structure as clear and following the normal pattern of similar-sized institutions. The team identified the President's Cabinet as a major strength of FSU and gave high marks to the University for

a planning process that was inclusive, well managed, and carefully monitored. Frostburg's approach to planning and budgeting, the team concluded, has resulted in a "well-documented, strongly-supported, realistic plan that is managed over time in a consistent, creative manner."

The visitation team suggested that the University should clarify and make more effective the role of administrative officers at all levels. It also suggested strengthening and clarifying the "chain of command" in all administrative (and governance) areas, and reducing the "insularity" of academic departments. Finally, the team suggested that the University "promote efforts to integrate the activities of academic and support units and to mutually support program efforts."

## GOVERNANCE

The visitation team judged the FSU governance system as "complex" and "somewhat unwieldy," but one that "gave life to important campus values: participation, shared responsibility, and open communication." A drawback of the governance system, the team noted, was its "high maintenance costs." The visitation team suggested a review of the role faculty, students, and staff play in various organizations and committees.

### *The University's Response to the Visitation Team's Suggestions*

#### Promoting Administrative Efficiency

The suggestions offered by the visitation team in the areas of organizational structure and administration principally concern issues of enhancing communication and collaboration on campus. This chapter has presented key measures taken by the University, many of which are discussed in greater detail in Chapter Four. Measures highlighted in this chapter include:

- Careful adherence to a University planning process that incorporates the input of virtually every campus constituency through the President's Cabinet.
- Continued publication of an annual Cabinet report that updates the campus community on the University's plans and goals and on major budget allocations that have supported attainment of these goals.
- Movement toward decentralization of budget control within the Division of Academic Affairs to the deans of the Colleges. This decentralization has helped to clarify and strengthen the deans' role in determining the allocation of funds within the Colleges.

Steps have also been taken to improve communication and collaboration between academic departments and support offices within the Division of Academic Affairs. For example, a representative from the Chairs' Council regularly attends meetings held between the Associate Provost and the directors of academic support offices. In addition,

the accomplishments and future activities of these offices are included in the Provost's annual report to the University community.

A system for the yearly faculty evaluation of the President and senior administrators within the Division of Academic Affairs was reinstated in the fall of 2000 after a hiatus of three years. This system of evaluation is designed to open a formal, institutional line of communication between faculty and central administration, thereby improving the quality and consistency of faculty feedback to the President, the Provost, and the deans.

#### Promoting Efficiency within the Governance System

The Faculty Senate's committee system has been recently revised to reduce complexity and better enable the Senate to focus on issues of primary concern to faculty (academic affairs, curriculum and program development, resource use, and budget and planning). Upgrades in the University e-mail system have also promoted efficiency within governance by improving communication among committees of the Faculty Senate and between governance structures and the faculty.

### **VIII. EXTERNAL RELATIONS AND FUNDRAISING**

The visitation team recognized a well-organized effort toward raising external funds and a commitment to community service and economic development activities on the part of the University. The team noted as University strengths the growth of sponsored projects, the number of collaborative programs with other institutions in the state, and the success of the University's Capital Campaign. Establishing an "institutional policy" that "clearly defines marketing at FSU" was identified as a challenge facing the University.

The visitation team made the following suggestions: (1) explore coordination of alumni surveys; (2) update the strategic marketing plan annually; (3) consider the use of an external consultant to assist in the development of the next iteration of the marketing plan; (4) explore a more user-friendly computer system for the Advancement Office; (5) explore creative ways to use faculty to assist in the advancement function.

#### *The University's Response to the Visitation Team's Suggestions*

##### Alumni Survey Coordination

The University's Office of Information Services is mandated by MHEC (Maryland Higher Education Commission) to survey recent graduates, and the University's Office of Career Services utilizes information on that survey to determine satisfaction with job placement and/or graduate school admission. Other University offices can and do access information derived from the MHEC survey.

While the Office of Alumni Programs does not routinely schedule the distribution of surveys to its entire constituency, it does target specific groups for periodic surveys. As an example, potential reunion-year alumni receive surveys to determine interest in

hosting and participating in reunion activities, and these survey instruments serve to verify important biographical information. In addition, the Office of Alumni Programs has provided financial assistance to academic departments to survey alumni who have graduated in specific academic fields. With recent upgrades in the University Advancement's technology capabilities, current information is available to a wider University audience through utilization of the Intranet.

### Strategic Marketing Plan

In 1998, Frostburg State University reorganized its existing Marketing Committee to form a new Marketing Task Force (MTF) comprised of select faculty and administrators on campus to make immediate decisions about the University's direction and message. This group met regularly, discussing all aspects of marketing FSU (publications, advertisements, recruitment, etc.). The major recommendation of the MTF was to develop a Request for Proposal (RFP) to hire an outside marketing consultant for the University.

The committee interviewed three companies and selected Carnegie Communications, Inc. Carnegie reviewed all the aspects of FSU's admissions and marketing process including enrollment management, tracking systems, computer systems, publications, advertising, message, correspondence, and photography. The company then conducted interviews and focus groups to evaluate the University's efforts. Carnegie submitted its final report in January of 2000.

One of the major recommendations of the report was to create a vice president of enrollment management position to oversee the operations of the Admissions and Financial Aid Offices and the marketing efforts of the University (see Chapter Three). That position was filled in May of 2000.

### University Advancement Computer System

The University Advancement Office currently uses the SCT ADS Plus system that has been in place since 1988. The goal of the office, since 1995, has been to utilize the system fully to increase productivity and accuracy while allowing independent reporting, requests for address labels and files, and financial information from the Office of Computing Services.

Based on Frostburg State University's selection of a new Student Information System and Financial Records System, a determination will be made as to choosing a compatible Alumni Development System. Currently the office has begun to evaluate alumni/fundraising software that will provide a more user-friendly computer system.

## The Role of Faculty in the Advancement Function

### **Media Relations:**

The Office of Media Relations networks with faculty to produce Experts List and Speakers Bureau publications. These publications, shared with the external community and faculty members, are routinely sought to share topic-specific information based upon individual expertise. In addition, the University's primary external publication, PROFILE, contains a plethora of information about faculty projects and unique University initiatives. This publication is mailed three times per year to all alumni, parents of current students, and selected friends of the University.

### **Alumni Programs:**

The Office of Alumni Programs has partnered with several University offices to utilize alumni as resources. Examples of these partnership programs include Learning Communities, Student Leadership Programs, and Career Connections, Career Day, and Homecoming programs. In the 2000-2001 academic year, six Learning Communities have been identified in which alumni participation has been requested by faculty. The Student Leadership programs partner alumni and faculty as co-presenters/facilitators of topics that have been identified by students as interest areas. Through Career Connections, faculty members identify professional areas that parallel specific academic areas and invite alumni in those fields to return to campus to interact with students. All three initiatives have debuted only recently and have been enthusiastically received by participating faculty and students.

### **Fundraising:**

During the University's capital campaign, faculty members were asked to assist the Advancement staff in informational exchanges with potential donors. Faculty members also have been involved with the University's Annual Fund efforts.

## **CHAPTER THREE: SIGNIFICANT CHANGES AND NEW DEVELOPMENTS SINCE THE PREVIOUS EVALUATION**

### **PREVIEW**

Chapter Three describes significant changes and new developments at Frostburg State University since the last Middle States visitation in March of 1996. These changes have created new opportunities for student learning, faculty achievement, and regional economic development.

The chapter begins with a discussion of the University's new mission statement (Section I) and the growing diversity within the University community (Section II). Section III reviews administrative changes at the University, including the reorganization of Academic Affairs and the establishment of the Division of Enrollment Management, and covers changes in other key administrative areas.

Section IV of the chapter describes new academic programs and initiatives. It also reports on the institution's accreditation work, expansion of programs to new locations statewide, collaborative efforts with other institutions of higher education, and the expansion of graduate education.

Section V reports on the Hagerstown and Frederick Centers. This section highlights changes in enrollment, curriculum, and instructional resources at each location.

Sections VI and VII focus on the application of information technology at the institution. These sections describe the University's technology plan, the use of information technology in the Library, and initiatives in distance education.

The next three sections of the chapter present newly created opportunities for students and alumni. Section VIII describes new study abroad programs while Section IX covers new service learning and leadership development opportunities. Section X presents new programs to encourage greater alumni involvement in the University.

Section XI reports the growth of extramural funding and the recent success of the University's capital campaign. Section XII describes the University's role in regional economic development. Featured in these sections are the new Allegany Business Center (ABC@FSU), the Compton Science Center, and new University laboratories in the environmental sciences and engineering.

Section XIII describes the University's role in promoting the arts and culture in Western Maryland. Reported in this section are new staff positions, offices, and sponsored programs. Section XIV briefly discusses new University facilities not directly linked to the institution's role in regional economic development.

## **I. THE UNIVERSITY MISSION STATEMENT**

In April 2000, the Educational Policy Committee of the Board of Regents responded to the Maryland Higher Education Commission's directive that new mission statements be prepared for all of the institutions within the University System of Maryland. MHEC had charged the Chancellor and the Board of Regents with developing mission statements which were consistent with the Maryland Charter for Higher Education and with the Maryland State Plan for Post Secondary Education. MHEC further stipulated that the mission statements should build upon the unique strengths of each campus and should feature a diversity of programs. The format proposed by the Educational Policy Committee, later adopted by all USM institutions, included the following elements: 1) institutional identity; 2) institutional capabilities; and 3) institutional objectives and outcomes. The length was specified to be three to five pages and a checklist, mapping the mission onto MHEC's statewide plan, was to be appended.

President Gira appointed a special mission taskforce whose members reviewed FSU's existing mission statement and evaluated it in the context of a set of institutional peers. The peer institutions had been chosen in order to comply with a directive from the Maryland Department of Budget and Management, which is seeking funding comparisons for state support for institutions of higher education. The review concluded in summer 2000 and resulted in a modified version of the mission statement (see Appendix II). In addition to some changes in emphases, the major change was to add human services and social and behavioral sciences explicitly to the mission statement. (These had been prohibited by an earlier version of the MHEC guidelines.) The new mission statement was distributed to the President's Cabinet at a regular meeting and to the faculty at large by the Chair of the Faculty Senate, thus inviting campus-wide participation. At the end of this process, it was submitted to USM.

All mission statement drafts were collected by the USM Office, as the Chancellor's staff attempted to review them for consistency and for conformity with the USM Strategic Plan and MHEC's statewide plan. The Education Policy Committee reviewed the documents on October 23, 2000 and the Board of Regents passed them on October 27. The Maryland Higher Education Commission accepted them in November of 2000.

## **II. DIVERSITY**

The first goal identified in the Institutional Plan is to "create a climate in which students develop intellectually, socially, and personally, and in which diversity is encouraged and valued." The Middle States team that visited Frostburg State in March 1996 commended the institution for the special attention that is "given to programming for diversity through the energy of the Black Student Alliance, the Campus Activities Board funded by the Student Government Association, and the expertise of the Student Human Relations and Minority Affairs Office." Issues surrounding diversity have continued to receive considerable attention during the past five years.

As discussed elsewhere in this report, there has been modest progress in the University's efforts to recruit more minority faculty members. While the percentage of faculty members in most minority groups has remained constant during the past five years, the number of Hispanic faculty has jumped from three (1.3%) to eight (3.3%). The efforts that the University has made to increase the number of minority faculty members are described in Chapter Two. This goal has remained a challenging one in an area in which the regional minority population is approximately 2%.

The University has had more success in increasing the number of minority students. This is demonstrated by examining two "snapshots" of the entering freshman class. The following table describes the ethnic origin of the freshman classes of fall 1996 and fall 2000:

**Table 3.1: Ethnic Origin  
First-Time Full-Time Freshmen  
Fall 1996 and Fall 2000**

	1996	2000
<b>Ethnic Origin</b>		
Unknown	12	24
African American	120	152
Amer Ind	5	5
Asian	20	26
Hispanic	22	19
White	783	797
International (Non-Res Alien)	3	8
Total	965	1031

The above table documents the increase from 18.9% to 22.7% in the percent of minority students in the freshman class.

There has also been an increase in the number of student organizations that focus on diversity issues. The following groups have either been recently formed or have increased their activity and visibility on campus: S.P.E.E.D. (Students Promoting, Educating, and Encouraging Diversity), LASO (Latino American Student Organization, and GLBTA (Gay, Lesbian, Bisexual, Transgendered, and Allies). These groups, in addition to the Black Student Alliance, work closely with the Diversity Center in providing programming for diversity. The past five years have also been marked by a significant increase in the number of minority students who are serving in major leadership roles in organizations such as the Student Government Association and Campus Activities Board.

Two other groups on campus play a significant role in promoting respect for diversity. The President has appointed an Advisory Council on Diversity. This group has been given the following charge: "to recommend programs and actions that increase awareness and appreciation of other cultures, that promote harmony among all groups

(and peoples), that address the particular problems faced by women and various minority groups, and that sensitize the University to the problems of sexual harassment." The Council has been actively involved in its efforts to help develop a campus climate that is welcoming of diversity.

The University's efforts in this area have also been enhanced by the work of a very active chapter of the National Coalition Building Institute (NCBI). The chapter conducts prejudice reduction workshops for both the campus and various community groups. NCBI workshops have become an integral part of the required orientation course, Introduction to Higher Education 101, and the orientation of new employees. In addition, the skills of NCBI chapter members have been called upon to mediate conflicts between students as an alternative to the University judicial system.

### **III. ADMINISTRATIVE HIRES AND REORGANIZATION**

#### **ACADEMIC AFFAIRS**

##### Provost's Retirement Announced

After four years of service to the University, Dr. Christine Grontkowski has recently announced her retirement, effective June 30, 2001. Dr. Grontkowski came to the University in August of 1997 from Alfred University in New York, where she served as Dean of the College of Arts and Sciences. Dr. Stephen Simpson, chair of the Department of Political Science, has been appointed interim provost.

##### Reorganization

After thorough review and campus-wide discussions, the Division of Academic Affairs reorganized from four schools into three colleges in 1998. The former School of Natural and Social Sciences merged with the School of Arts and Humanities to create the College of Liberal Arts and Sciences. In addition, the schools of Education and Business became the College of Education and the College of Business, respectively.

Positioning for the future, promotion of interdisciplinary study, and reduction of perceived disciplinary barriers represent some of the salient reasons for the reorganization. For instance, the move toward more interdisciplinary teaching and learning is facilitated by departments working together more closely, and the creation of the College of Liberal Arts and Sciences was a step in that direction. Several of the University's academic programs, such as International Studies, African American Studies, Women's Studies, and Environmental Policy, include faculty from a wide variety of disciplines. Having a close working relationship between departments will make it easier to establish new curricular and program initiatives.

#### **1. College of Liberal Arts and Sciences**

The College of Liberal Arts and Sciences is led by Dr. Fred L. Yaffe, formerly Dean of the College of Arts and Sciences at Ashland University in Ashland, Ohio,

who came to FSU in July of 1999. At the time of Dr. Yaffe's appointment, the new position of associate dean was also created.

In the summer of 2000, reorganization of several departments occurred within the College of Liberal Arts and Sciences. The Department of Music and the Department of Speech Communication and Theatre Arts joined to form the Division of Performing Arts. The dance program will join the Division in fall 2001. Once part of the Department of Speech Communication and Theatre, the Mass Communication program is now a separate academic department.

## 2. College of Education

Dr. Susan Arisman continues to lead the College of Education as dean. In the summer of 2000, new positions of associate and assistant dean for the College of Education were also created.

## 3. College of Business

Dr. Steven P. Wilkinson served as dean for the College of Business through the spring of 2001. He will retire as dean on June 30, 2001 and join the tenured faculty in the College of Business in the fall semester. Ms. Connie Groer, Associate Professor of Accounting, has been appointed interim dean.

Some reorganization also occurred within the College of Business in the summer of 2000. New positions of associate and assistant dean were created in the College of Business. The Department of Business Administration and Master's of Business Administration Program merged to form the Department of Business Management. Two faculty members were appointed as co-chairs of the newly formed department (one from the former Department of Business Administration and one from the MBA Program).

Changes in administrative structure in the colleges of Education and Business will assist in their quests for national accreditation. A large portion of the associate deans' efforts in both colleges, for instance, will be dedicated to gaining accreditation. The College of Education is pursuing accreditation by the National Council for Accreditation of Teacher Education (NCATE), a designation mandated in recent years by the state of Maryland. The College of Business is seeking accreditation by the AACSB - The International Association for Management Education (see Section IV).

### Support Offices

- **The Center for International Education (CIE):** The Center, established in 1997, has experienced steady growth and now provides support and services for more than a dozen study abroad programs and 40-50 international students (see Section VIII). As a result, the staff position of International Education Coordinator has been created. This individual assists the Director with all aspects

of the CIE's administration and advises foreign students on matters pertaining to INS regulations, registration, employment, housing, tax laws, and academic and cultural differences.

- **Office of Special Academic Services:** Special Academic Services, an administrative unit reporting to the Provost, was created in 1998 to provide a variety of support programs to supplement the University's academic initiatives. Included in the unit's roster of responsibilities are a wide variety of functions:
  - Management of Summer School and Intersession
  - Oversight of academic eligibility for all students participating in Division III athletics
  - Coordination of the University's first-year learning community initiative
  - Facilitation of all aspects of Commencement ceremonies
  - Management of various services for transfer students
  - Special duties as assigned, including staff support for President's Cabinet
  
- **Office of Graduate Services:** In the summer of 2000, the Office of Assessment, Graduate Services, and Special Programs was dissolved, with its functions being assigned to other offices on campus. The responsibility for assessment now rests with the Office of the Provost and the Office of Information Services. The Office of Special Academic Programs oversees summer school and intersession. The newly formed Office of Graduate Services manages the University's graduate degree programs, including the admission and registration functions. A full-time Director of Graduate Services was hired in July of 2000.

#### **ADMINISTRATION AND FINANCE**

The Department of Athletics has experienced significant changes since 1996. This area now reports to the Vice President for Administration and Finance. An Interim Athletic Director has been appointed to serve through the 2002-2003 academic year.

#### **ENROLLMENT MANAGEMENT**

Following the completion of a marketing study by Carnegie Communications, Inc., a new administrative division of Enrollment Management was created with the appointment of a vice president in the summer of 2000. The Vice President for Enrollment Management oversees the operations of the Admissions and Financial Aid Offices and is responsible for the integration of the University's marketing, recruitment, and retention efforts. Dr. Stuart Tennant, who came to the University in the summer of 2000 as the new vice president, resigned in April 2001 to accept a position at the University of Nevada, Las Vegas.

#### **STUDENT AND EDUCATIONAL SERVICES**

During the 2000-2001 academic year, the University increased the staff resources devoted to Career Services, with the appointment of an Associate Director. In addition to

providing expanded resources for undeclared students, this individual will serve as a liaison between academic departments and potential employers.

To support the University's efforts to improve the retention rates of minority students, an additional staff member was added to the Diversity Center in the fall of 2000. This individual assesses the academic progress of minority students and assists them in developing the necessary skills to be successful in their course work.

A separate office of Disability Support Services (DSS) was created in the summer of 1998. Placed within Programs for Academic Support and Studies, a Director was appointed and part-time secretarial help secured. The office was also provided funding for notetakers, readers, and supplies. Other University offices have provided funding for substantive equipment needs, such as computers and sign language interpreters. DSS is located in the newly renovated Pullen Hall and shares space with the learning assistance personnel. The space includes two rooms for isolated testing and a larger room containing space for eight students for extended-time, accommodated testing. The DSS director shares secretarial resources with the other office staff. The University's Executive Committee recently passed policies that guide the DSS function.

#### **IV. ACADEMIC PROGRAMS AND INITIATIVES**

Frostburg State University continues to develop new academic programs and innovative collaborative partnerships with other institutions. New educational opportunities for first-year students have been designed to ease their transition from high school to college. The University has established new undergraduate academic offerings and is working toward achieving professional accreditation for several important academic programs and two of its colleges. An increasing number of FSU degree programs are being offered at locations around the state, through the University's partnerships with a number of USM institutions and community colleges. Several new graduate programs have also been established to help meet the statewide demand for teachers, information technology professionals, and business leaders.

##### New Educational Opportunities for First-Year Students

##### ***Learning Communities:***

Open to first-semester freshmen, learning communities provide entering students the opportunity to take classes together in an atmosphere designed to build support networks with their peers, the faculty, and the University. Each learning community is organized around a theme of two to five courses, including Introduction to Higher Education (required of all first-semester freshmen). The faculty who teach in learning communities work together to coordinate readings and assignments. They also arrange learning community activities that help students learn outside of the classroom.

Frostburg State University offered learning communities for the fourth time in the fall of 2000. Fourteen thematically-linked communities, each including from three to six

courses, were established to engage first-year students in collaborative learning, critical thinking, and co-curricular activities emphasizing community themes. The 2000 collection of communities attracted 311 students (29.5 % of the total first-time freshman enrollment of 1054). This enrollment represents an increase of 148.8 % over the inaugural enrollments of 1997 (125 students) and a growth rate of 10.2% over the third year's roster of students (282).

The academic performance of learning community students over subsequent semesters has proven not to be significantly different from those students who did not participate in the University's learning community program. However, one important value of learning communities is that they help students establish a solid connection to the University. This connection, in turn, has resulted in Frostburg State University's learning community students being retained at a rate consistently higher than that of their non-community counterparts.

African-American student participation in the University's learning communities is substantially higher than their percentage of enrollment within the entire undergraduate student population. In addition, the 1997 and 1998 learning community cohort shows a retention rate for African Americans that surpassed those of African-American students not in the communities.

The learning communities of Frostburg State University have, since their inception, made a positive contribution to the University's academic program. Smaller class size, community theme, and interaction with faculty have provided first-year students with a supportive environment in which to make the transition from high school to college. Most first-generation college students attending Frostburg enroll in learning communities their freshman year, and student satisfaction with the program continues to be very high. Many students enrolled in the program praise their learning community classes and teachers and feel the learning communities provide important academic and social supports. Just as importantly, these students report that they are happy they joined a learning community and would recommend the program to other incoming freshmen.

### ***Freshman Projects:***

Frostburg State University's Freshman Project initiative is a second-semester expansion of the Learning Community program. The Freshman Project provides first-year students the opportunity to apply concepts, theories, and interdisciplinary perspectives acquired the previous semester in their learning community.

The first iteration of the Freshman Project, in the spring of 1999, showcased four course projects. Sixty-one students and eight faculty presented to the campus community their research on self-esteem, leadership, subcultures, and psychological/literary descriptions of the human experience. The spring 2000 Freshman Project witnessed three different approaches to interdisciplinary research, through studies in the psychology of invention, self-actualization, and subcultures. Thirty-five students and six faculty participated.

One Freshman Project course was approved for the spring 2001 semester. In December of 2000, the General Education Program and Assessment Subcommittee (GEPA) of the Faculty Senate recommended that Freshman Projects be offered in the future, but not for General Education Program (GEP) credit as they had been in the past. The subcommittee recommended that any reconsideration of Freshman Projects for inclusion in the GEP take place after the current review of the GEP by the faculty is completed.

### ***Linked Courses:***

Another opportunity open to first-semester freshmen is linked courses. One set of linked courses is open to entering freshmen who are eligible for Student Support Services (SSS) and who have not met FSU's basic skills standards in reading and/or writing. These courses are specifically designed for students with a disability or who are from low-income families where neither parent has earned a bachelor's degree. Students enroll in two linked courses? Introduction to Higher Education and a general studies content course (e.g., General Psychology). The Introduction to Higher Education section meets twice a week rather than once per week. The first meeting is used for orientation activities (e.g. goal setting, time management, etc.), while the second is used to assist students in learning the material for the linked content course. Students learn study skills using the text and lecture material from the content course. There were 49 students who participated in this program in the fall of 1999 and 95% passed the content courses. In the fall of 2000, 47 students participated and 98% passed the content courses. In both semesters, the pass rates for participants exceeded those of regularly enrolled students in the same content courses.

The other set of linked course offerings is designed to assist students who have not met University basic skills standards in reading and/or writing. Similar to the linked courses of those eligible for SSS, students are placed into required college-level reading and/or writing development courses that are connected to a content course. The combined courses focus on helping to increase student understanding of written texts and develop successful reading practices and study skills in the context of a content course. The Introduction to Higher Education course meets twice a week? once for general orientation activities and again to assist students to apply their study, reading, and writing skills to the linked content courses. There were 47 students enrolled in three sections of linked courses in the fall 2000 semester. Students in all three linked groupings were slightly more likely to achieve a C or better in their content courses than those regularly enrolled in the same sections (80.9% compared to 74.5%).

### **New and Revised Interdisciplinary Academic Majors and Minors**

- **Liberal Studies:** This revised major (1999) is an integrative program providing breadth in the arts, humanities, natural sciences, social sciences, and depth in an area of specialization. For transfer students with previous education in a specialized, technical area, the program serves as an "upside-down" bachelor's

degree, building on their expertise but broadening their perspective through the lens of the liberal arts. It also constitutes a desirable preparation for graduate training, as well as for entry and advancement opportunities in a wide array of employment fields requiring a baccalaureate degree.

- **Environmental Policy:** Offered as an academic minor at the University, Environmental Policy was established in 1998 to further advance Frostburg State University's goal of national eminence in the environmental sciences. Drawing on the expertise of a number of new faculty members, the environmental policy minor was designed as a multi-disciplinary minor to prepare students to design, analyze and evaluate environmental policy. Students acquire the background and analytical skills necessary to work in a variety of fields related to the environment. Core courses in economics, political science, and geography provide an integrated analytical framework within which students develop and pursue their individual areas of interest. Students in the minor also complete a capstone seminar in environmental policy integrating the material from other courses into a comprehensive term paper. The minor is especially tailored for students majoring in Political Science; Economics; Geography; Wildlife and Fisheries; and Environmental Analysis and Planning.
- **Earth Science (1997):** Students seeking Earth Science middle/secondary teacher certification may pursue this program of study. They take a wide assortment of courses in the natural sciences and may participate in an optional internship program.

#### Accreditation of Academic Programs

The University has moved forward in achieving professional accreditation for several important academic programs and two of its colleges:

- **MS in Counseling Psychology:** In 1996, the University sought special accreditation of the MS in Counseling Psychology, a yearlong application process culminating in a November 1997 site visit. In February of 1998, the program earned a ten-year certification from the Master's in Psychology Accreditation Council (MPAC). It achieved the highest ratings possible and was cited as a model program for others to emulate. With the 1998-2000 graduate catalog, the program implemented a Licensure Option, a Child and Family Option, and Multicultural Counseling as a program requirement.
- **Social Work:** In June of 1999, the undergraduate program in Social Work achieved reaccreditation through 2007 by the Council of Social Work. The social work major consists of 67 credit hours spread over five areas of study. The curriculum culminates in a full-time internship the last semester of the senior year. FSU graduates who have elected to continue their studies at the graduate level have completed their MS at such institutions as the University of Maryland, Baltimore; Howard University; and the University of Pittsburgh after receiving

advanced standing based on their undergraduate work. In 1998, 1999, and 2000, FSU social work graduates had a passing rate of 100% on the basic level social work licensure exam as compared to 83% nationally.

- **Recreation and Parks Management:** In October 2000, the undergraduate program in Recreation and Parks Management earned accreditation from the National Recreation and Park Management Association (NRPA), as well as the American Association for Leisure and Recreation. The department has been integrating standards set by the accrediting agencies into the curriculum. Student competency in meeting these standards is assessed through information gathered from current students and recent graduates.
- **College of Education:** The College achieved the preconditions for professional accreditation during the fall of 1999 from the National Council for the Accreditation of Teacher Education (NCATE). As part of the College of Education's accreditation work, programs in Recreation, Health and Physical Education, Early Childhood/Elementary, Elementary, and the discipline bases of Secondary Education teaching certification options have all been revised to align more closely with national and state standards.
- **College of Business:** Based on its five-year accreditation plan, the College of Business was awarded candidacy status by AACSB - The International Association for Management Education in February 2001. The plan serves as the baseline for advancement in the College's accreditation candidacy with AACSB. The planning process toward AACSB accreditation within the College of Business has strengthened understanding across departments and has enhanced the development of a collaborative culture.

#### Expanding FSU Programs to New Locations and Collaborative Efforts

An increasing number of FSU degree programs are offered at locations around the state. In the spring of 1998, the University extended the undergraduate program in Business Administration to the Frederick Center and moved the Justice Studies program from the Hagerstown Center to Frederick. In 1999, the Master of Arts in Teaching degree was successfully initiated at the Hagerstown Center. In the spring of 2000, the Liberal Studies major was added to the Hagerstown Center's program offerings. Planning is now underway for expansion of curricular offerings from FSU to the USM Center at Shady Grove and the new USM Center in Hagerstown in 2002 and 2003, respectively

Just as importantly, Frostburg State University has joined forces with a number of University System of Maryland institutions and community colleges to offer innovative academic programs that bring new educational opportunities to the citizens of Maryland.. The collaborative programs briefly described below are offered through the use of interactive video, online instruction, and traditional classroom teaching.

## *Engineering*

- A highly innovative program in engineering was established in 1997 on the FSU campus in collaboration with the University of Maryland, College Park (UMCP). The program has been heralded by Accreditation Board for Engineering and Technology (ABET) as a model for other institutions for its innovative use of both distance and on-site instruction. A Professional Master of Engineering degree program is also offered by UMCP on the Frostburg State University campus.

## *Mathematics and Natural Sciences*

- The University's Department of Physics (which spearheaded the collaborative engineering program with UMCP) has also joined forces with the University of Maryland, Baltimore County (UMBC) to offer a seamless BS/MS program in applied physics (established in spring 1999).
- Planning is underway for a three-way partnership between the University of Maryland Biotechnology Institute, West Virginia University, and FSU to establish a research and educational program in ethnobotany.

## *Health Sciences*

- The University's MBA program and the University of Maryland, Baltimore School of Nursing have joined forces to enable students in Western Maryland to earn a combined MBA/MS degree in nursing. The MBA/MS program, established during the 1996-97 academic year, allows health care practitioners to gain an advanced professional degree without having to travel to Baltimore.
- In fall 2000, FSU and the University of Maryland, Baltimore established a seamless chemistry/pharmacy program (B. S. Chemistry/D. Pharmacy).
- In the fall of 2000, FSU began offering a Bachelor of Technical and Professional Studies degree in health science administration. The program is designed to provide advanced career opportunities for students who hold an Associate of Applied Science degree in a health profession area from Allegany College of Maryland.
- 2+2+2 Program: Cited as the only program of its kind in the nation, planning is presently underway for a 2+2+2 program in community health. A collaborative effort by Allegany College of Maryland, Frostburg State University, and West Virginia University, the program allows students to earn their associate degree in physical education at Allegany College of Maryland. They can then transfer, without losing any credits, to Frostburg State University and complete their bachelor's degree in Exercise and Sport Science with a concentration in Health

Promotion. Finally, they can transfer to West Virginia University to earn a master's degree in community health promotion through the School of Medicine.

- The University and the Catonsville Campus of the Community College of Baltimore College (CCBC) have signed a Memorandum of Understanding to bring Frostburg's Therapeutic Recreation program to CCBC in fall 2001.
- Supported by special University System of Maryland Board of Regents funding, the University will join with Towson University to establish a collaborative BS/MS program in Occupational Therapy on the Frostburg campus in the spring of 2002. Planning began in September of 2000.

### ***Hospitality and Tourism***

- The hospitality and tourism concentration in the recreation and parks management program is articulated with Allegany College of Maryland's culinary arts and hospitality programs, providing an opportunity for students who are interested in recreational programming in a resort context (fall 2000).
- The Adventure Sports Program with Garrett Community College continues.
- A three-way partnership in 1997 among Frostburg State University, Allegany College of Maryland, and the University of Maryland, Eastern Shore (UMES) established a degree program in Hotel and Restaurant Management based at Allegany College. Students completing the program are awarded a UMES degree.

### ***Law and Politics***

- During 1997, the University's Hagerstown Center joined forces with the University of Baltimore (UB) and Hagerstown Community College to offer UB's undergraduate program in criminal justice.

### ***Environmental and Natural Resources***

- In the summer of 1998, the University began offering a master's degree program in Parks, Recreation, and Resource Management at the Downtown Baltimore Center. This program was moved to Frostburg's Frederick Center in 1999. In the fall of 2000, the University also began offering its undergraduate degree in Recreation and Parks Management in Baltimore through a collaborative arrangement with the Catonsville Campus of the Community College of Baltimore College (CCBC). Through these academic programs, students living in greater Baltimore and Washington, D.C. who are pursuing a career in recreation, parks, and leisure can earn professional degrees without leaving these metropolitan areas.

- Negotiations are underway with the Department of Natural Resources for FSU to acquire 100 acres of old-growth timberland along the Savage River in Western Maryland for environmental research. If these efforts are successful, the University will be able to build a biological field station on the site.

### *Human Services*

- **Addiction Counselor Preparation:** Frostburg State University and Allegany College of Maryland (ACOM) have formed a partnership to help students at the associate, bachelor, and master's degree levels meet Maryland's new addiction certification requirements. These requirements are scheduled to take effect in October 2001.
- In 1997, FSU initiated a collaborative arrangement with the University of Maryland, Baltimore to offer that institution's Master's of Social Work at the FSU Hagerstown Center.

### *Education*

- The University has joined with Coppin State College, Towson University, University of Maryland Baltimore County, Hood College, and Western Maryland College to provide culturally diverse teaching internships for undergraduate education majors at these institutions. FSU has joined with University of Maryland University College to establish the Online Academy for Recertification of Teachers (supported through a \$100,000 AT&T grant).

### Expansion of Graduate Education at Frostburg State University

The University has established several new graduate degree programs that promote scientific and technological advancement in the region. Some of these programs were cited earlier and are the result of collaborative arrangements with other USM institutions in Maryland. The three programs highlighted below are independent FSU offerings. Regardless of their origin, all new graduate programs are intended to help meet the statewide demand for teachers, information technology professionals, and business leaders.

- **Master of Arts in Teaching:** In the spring of 2000, the College of Education launched the Master of Arts in Teaching (MAT) program that qualifies baccalaureate degree holders for Maryland licenses while enabling them to earn an advanced degree in thirteen months. The degree program is presently available in the area of elementary education, and it contains extensive work in Professional Development Schools.
- **Master of Education in Special Education:** Included in the graduate catalog for the first time in the fall of 2000, this program is designed for practicing teachers

or individuals certified to teach. The program enables candidates to achieve certification as generic special educators for students with mild to moderate disabilities. It is based on the Council for Exceptional Children Standards for Special Education Teachers of Students with Disabilities in Individualized General Curriculum Programs. This degree program will enable graduates to enter a wide variety of professions while also meeting the needs of school systems across the state.

- **Master of Science in Applied Computer Science:** Added to the graduate school offerings in the spring of 2000, this degree program helps to meet the growing demand in the state of Maryland for qualified individuals to fill information technology jobs. The degree is structured around two different areas of concentration (database management and general) and is designed to accommodate a variety of academic backgrounds and levels of computer skills. The program qualifies students for professional, technical, and managerial positions in education, industry, and government. Many classes in the program are scheduled for late afternoons, evenings and Saturdays to accommodate nontraditional students.
- **B.S. in Accounting/MBA:** Added to the graduate curriculum in 1997, the combined B.S. in Accounting/MBA program allows students to complete both degrees while earning the required number of credits to sit for the CPA licensure examination in Maryland. MBA courses may be taken at the Frostburg campus or at the centers in Hagerstown and Frederick.

#### New Academic Programs AY 2000-01

The past year has been the most creative and prolific programmatically in a decade. After the hard economic times of the early '90s, the shock of losing programs under Board of Regents' edict, and the concern with the length of time program approval consumed, Frostburg State faculty came forward with a myriad of high quality, but economical ideas for program enhancement. The propitious circumstances include a new law that streamlines the program approval process in the State, and especially for the University of Maryland; improvements in higher education funding, and encouragement from the highest administrative levels to update our program inventory.

The primary work this past year has been at the undergraduate level because this is an undergraduate catalog publication year. The following list summarizes the new programs and specializations within programs. In addition, we will offer undergraduate certificates for the first time, most of which are open to both our own degree-seeking students and to non-degree students from the community.

The following academic programs were approved in March and April of 2001. These programs will appear in the 2001-2003 University catalog.

## **New Academic Majors**

1. Dance
2. Exercise and Sport Science
3. Theatre

## **New Concentrations (25+ credit specialties within a major)**

1. **Biology:** Biotechnology, Environmental Science
2. **Chemistry:** Biochemistry, Professional Chemistry
3. **Earth Science:** Environmental Science
4. **English:** Literature, Creative Writing, Professional Writing
5. **History:** International History, History of the Americas, Public History
6. **Music:** Vocal Performance, Music Management
7. **Recreation and Parks Management:** Adventure Sports, Community Program Delivery, Hospitality Management and Tourism

## **New Tracks (<25 credit specialties within the major)**

1. **Music:** Instrumental and Piano Performance
2. **Physics:** Traditional Physics and Engineering Physics
3. **Sociology:** General Sociology and Applied Sociology

## **New Minors (18-24 credit specialty outside the major)**

1. Business for Science and Technology Majors
2. Forestry
3. Leadership Studies

## **New Certificates (12+ credits; most open to non degree students)**

1. Addictions Counseling
2. Child and Family (psychology majors only)
3. Computer Print Graphics
4. Computing Technology
5. Software Development
6. Programming
7. Networking

## **New Titles**

1. **Communication Studies** replaces Speech Communication and Theatre degree program
2. **Mapping Sciences** replaces Cartography concentration in Geography

## V. HAGERSTOWN AND FREDERICK CENTERS

### The Hagerstown Center

The Frostburg State University Center at Hagerstown, which opened in August 1988 with 114 students, has grown steadily to an enrollment of 368. As of fall 2000, the Center enrolled 258 students in graduate programs and 110 students in undergraduate programs. In addition, the UMAB Master of Social Work Program enrolled 19 students, the University of Maryland Nursing Program enrolled 28 students, and the Criminal Justice Program, offered collaboratively with the University of Baltimore and Hagerstown Community College, enrolled nine students.

The Center currently offers approximately 50 courses each semester, with a faculty component comprised of approximately one-third based full time in Hagerstown, one-third local part-time adjuncts, and one-third "commuters" based full-time in Frostburg. Each semester several courses are taught using a fiber optic interactive video system. These courses generally originate at the main campus. The following table indicates enrollment trends in the Hagerstown programs since 1996.

**Table 3.2: Enrollments at FSU's Hagerstown Center: Fall 1996 versus Fall 2000**

	Fall 1996	Fall 2000
<b>Undergraduate</b>		
Accounting	45	25
Business Administration	65	36
Justice Studies	11	5
Liberal Studies	0	2
Sociology	25	17
Others	1	3
Unknown	15	22
<b>Undergraduate Total</b>	<b>162</b>	<b>110</b>
<b>Graduate</b>		
MBA	149	156
MAT	0	20
MED	52	82
<b>Graduate Total</b>	<b>201</b>	<b>258</b>
<b>Overall Total</b>	<b>362</b>	<b>368</b>

Student headcount in the MBA classes conducted at the Hagerstown Center has increased 5% between fall 1996 and fall 2000. At the same time, the average section size for MBA classes at that Center has increased by 12%. As with the Frederick Center, slightly over two-thirds of the MBA students also take classes during the summer semester.

Between the fall 1996 and fall 2000 semesters, student headcount in the undergraduate College of Business programs at the Hagerstown Center declined. Enrollment decreased 44% in both the business administration and accounting programs combined.

The College of Education's program, staff, faculty, and student numbers have increased substantially since 1996. Programs now offered in their entirety at the Center include M. Ed. Programs in Curriculum and Instruction, Administration and Supervision, Reading, and the Master of Arts in Teaching in Elementary Education. Four faculty are assigned full-time to the Center, and at least six regular full-time faculty based at the main campus regularly teach courses at the Hagerstown Center via distance learning or through on-site instruction. In addition, several adjunct faculty members are employed. Additional personnel at the Center include a part-time secretary and a graduate assistant. In the future, the College of Education plans an MAT program in Science and Mathematics Secondary Education.

The general-purpose computing lab at the Hagerstown Center was upgraded within the last year. New computers for the Department of Educational Professions' Mac lab at the Center will be purchased in the spring of 2001. As is the case with the students at the Frederick Center, electronic access to research resources has addressed previous challenges associated with library support. Also, two video projectors have been added to the inventory of classroom equipment.

The University System of Maryland is planning to build a center in Hagerstown, due to open fall semester, 2003. The Frostburg State University Center in Hagerstown will move into that facility. The University will have the right of first refusal in choosing which of its existing programs or additional programs it wishes to offer in Hagerstown. FSU will also have significant voice in planning which programs from other USM institutions will be offered at the new Center.

### The Frederick Center

From 1996 to 2000, the student headcount at the Frederick campus gradually increased (see Table 3.3). With virtually all classes being conducted Monday through Thursday evening (excepting the occasional offering of an undergraduate business course or a graduate recreation course on Saturdays), the physical capacity of the facility has become a constraining factor.

The MBA program is the principal offering at the Center. Since the fall of 1998, undergraduate programs in Business Administration and Justice Studies have been available through the Center. The Center occasionally offers courses in Accounting, Sociology, and English Composition. As of the fall 2000 semester, enrollment at the Center consisted of 172 graduate students (representing a 5.5% headcount increase over 1996, and a 19% increase in credit hours) and 30 undergraduate students.

Since 1996, the equipment in the Center's computer lab has been upgraded twice, most recently in the summer of 2000. The lab is connected via ISDN line to the web, enabling student access to the University's electronic library resources, thereby addressing a previous site shortcoming. Also, all students are given ID numbers enabling

this electronic research access from their personal computers. Two video projectors have been purchased for the Frederick Center.

**Table 3.3: Enrollments at FSU's Frederick Center: Fall 1996 versus Fall 2000**

	Fall 1996	Fall 2000
<b>Undergraduate</b>		
Accounting	0	0
Business Administration	0	16
Justice Studies	0	10
Sociology	0	1
Unknown	0	3
<b>Total Undergraduate</b>	<b>0</b>	<b>30</b>
<b>Graduate</b>		
MBA	163	172
<b>Total Graduate</b>	<b>163</b>	<b>172</b>
<b>Overall Total</b>	<b>163</b>	<b>202</b>

## VI. INFORMATION TECHNOLOGY

### Information Technology

In August of 1997, President Catherine Gira charged the University's Technology Advisory Group (TAG), which includes members from all the divisions of the University, with evaluating and devising a timetable for meeting identified information technology needs. In January of 1998, the draft report, *Strategic Directions in Information Technology*, was circulated within the University community. In May of that year, the President's Cabinet prioritized the report's recommendations by identifying the technology goals deemed most important to the University over the next three years.

In 1998 and 1999, as reported in annual status reports to the President's Executive Committee, the University made substantial progress in accomplishing these goals. The most significant accomplishments include:

- Equipment
  - upgrading equipment in the general-purpose student computer labs, in six specialized computer labs on the Frostburg campus, and in one business lab at the Hagerstown Center
  - equipping the electronic classroom in the Library
  - implementing a plan to ensure that faculty and staff have office computers and that these computers are routinely replaced





*Council for Accreditation of Teacher Education (NCATE), and the Maryland Higher Education Commission (MHEC).*

The University System of Maryland Board of Regents has recently required its institutions of higher education to ensure graduates are "information technology fluent, commensurate with the needs of the marketplace and in their chosen majors and/or career choices." In a spring 2000 report to USM, the University certified that nearly 70% of its academic majors meet the "fluency" standard set by the Board of Regents. Following a *Strategic Direction, Phase II* recommendation, the institution continues to review and revise its academic programs to integrate technology fluency into degree requirements.

The Board of Regents in the spring of 2000 also established a University System of Maryland Minimum Information Technology Standard. This standard is to be achieved by all USM institutions by the start of the 2001-2002 academic year. Because of its extensive efforts to plan and develop institutional information technology over the last five years, the University is presently compliant with the following important elements of the standard:

- Each student shall have access to appropriate software and electronic learning materials to complete course assignments.
- Students, faculty, and staff shall have access to a campus network of adequate bandwidth connected to the Internet 24 hours a day, seven days a week.
- Faculty and staff shall have access to appropriate computer technology in their offices or workplaces. Each campus shall have a plan to enable faculty and staff to apply technology effectively.
- Each campus shall provide access to email communications for students, faculty and staff and an explicit website policy as part of its campus technology policies.

Following the recommendations of *Strategic Directions, Phase II*, the University is now working to comply fully with the remaining three elements of the standard: instituting an explicit training and support plan; establishing a policy to assure that all students have access to computers 24 hours a day, seven days a week; and addressing the digital divide among students at the institution.

#### Funding the University's Information Technology Plan

In June of 1999, the University established a technology fund to implement *Strategic Directions in Information Technology* recommendations adopted by the President's Cabinet. A committee co-chaired by the Provost and the Vice President for Administration and Finance oversees expenditures from the technology funds. In FY 2000, technology fund expenditures totaled \$404,565. In FY 2001, University expenditures in support of goals identified in its technology plan grew to \$913,402.









active co-sponsor of co-curricular activities designed to promote international understanding.

The creation of the Center has facilitated the centralization and standardization of the University's study abroad procedures. Study abroad opportunities (which previously had included study in Canada, Ecuador, England, Germany, Ireland, Spain, Mexico, and Italy) have been expanded. It is now possible for students to participate in programs in Newcastle, U.K.; Copenhagen, Denmark; and a variety of locations available through the American Institute for Foreign Study (AIFS), the International Student Exchange Program (ISEP), and AustraLearn. The Center has also awarded over 50 university-funded study abroad scholarships during the past four academic years. In addition to promoting study abroad among the University's students, the Center also facilitates faculty exchanges with overseas institutions.

During the 1998-99 academic year, the Office of International Student Services (which had been housed in the University's Division of Student and Educational Services) was placed under the jurisdiction of the Division of Academic Affairs and its functions merged into those of the Center for International Education. Each year, the Center assists between 40 and 50 international students to comply with immigration and employment regulations, learn about local customs and cultures, adjust to campus life, and understand the U.S. educational system.

In early 2001, the University received an endowment of over \$720,000 from the estate of a private individual, Harold Rowe, who designated that the funds be used to support international students at FSU. The President has appointed a committee to determine eligibility requirements for the Rowe funds, and this committee will make a recommendation to the President in the spring of 2001.

## **IX. STUDENT LIFE**

There have been a number of significant developments within the Division of Student and Educational Services since 1996. The Division has continued to demonstrate its commitment to supporting the stated mission of the University by serving the educational process in and out of the classroom. As documented in annual reports of the Division, staff members continue to identify specific implementation strategies to support the University goals identified in the Institutional Plan.

### Community Service

The area witnessing the most significant growth within student services is community service. The University's AmeriCorps program, A STAR! In Western Maryland, received approval for another three-year funding cycle during the 1999-2000 academic year. In its sixth year, the total operating budget includes \$432,494 from the Corporation for National Service and \$316,563 from service sites, for a total of \$749,057. The total three-year funding is \$2,247,171.



## Leadership Development

Leadership development is another area in which there has been significant advancements since the last Middle States evaluation. The University's annual leadership retreat was awarded the "Exemplary Practices and Model Programs" award from the National Association of Campus Activities. Leadership programming focuses on four areas: skill building, leadership/ethics, diversity, and self-development. An emerging master leader program has been designed to provide additional structure in the University's leadership development programs. During the spring 2000 semester, the University established a leadership institute to honor a retired faculty member who had worked very closely with students during his career. Many of these programs have been strengthened through alumni involvement. In addition, a leadership task force has been formed, consisting of both faculty and administrators within student services. This task force developed the curriculum for the leadership minor approved April 2001.

## New Technology

Several offices within student services continue to be transformed by technology. The procurement and implementation of People Soft student software should dramatically change the way University constituents acquire and use student information. In addition, faculty, students, and other users will conduct much of their business online through a Web browser. Traditional processes, including application for admission, registration for classes, bill payment, grade submission, and review of student records (including degree audits) will occur from any location where a Web connection is present. Perhaps more importantly, through Web portals, system-generated yet personalized messages can be forwarded to students and faculty. For example, academic advisors will be advised to contact a student who conducts a registration transaction that is not consistent with the study plan or major requirements.

Most offices within the Student and Educational Services Division have developed elaborate websites to enhance the delivery of services. Students can access information about study skills, obtain tips for improving their writing, complete career interest inventories, learn about opportunities for community service, and find out about campus activities through various websites. The Office of Career Services has been particularly enhanced by new technology. Not only has the office developed an extensive website, but it has also contracted with College Central to enable students to post resumes online and access College Central's website to search for employment opportunities. Through an allocation made by the President's Cabinet at its August retreat, DISCOVER (computerized career guidance system) software was made available on an unlimited number of workstations and upgraded to the Windows version. In addition, new workstations have been purchased for the Career Resource Center. Expanded use of this software is being incorporated into the University's one-credit orientation course.

## Academic Support/TRIO Programs

In addition to moving into newly renovated office spaces, the learning assistance programs, Writing Center, and Student Support Services have forged new associations

with many academic departments by offering supplemental instruction and linking orientation courses with content courses to offer more in-depth support. In the summer of 2000, the tutoring program was accredited by the College Reading and Learning Association.

In the past five years, Upward Bound, the Regional Math/Science Center, and Student Support Services have been funded by the U.S. Department of Education at about \$800,000 per year. Students eligible for these programs are from low-income families or from those in which neither parent has earned a baccalaureate degree.

### University Judicial System

The 1999-2000 academic year represented the first full year of the University's implementation of the policy of notifying parents when students are found to have violated policies on underage drinking or the use of drugs. Although there has been a decline in the number of these cases within the judicial system, it would be premature to attribute this decline solely to the implementation of this policy.

### Brady Health Center

During the past five years, the University's Health Center has achieved accreditation by the Accreditation Association for Ambulatory Health Care, Inc. (AAAHC). The accreditation is a symbol that an organization is committed to providing high quality care and that it has demonstrated its commitment by meeting AAAHC's high standards. Its most recent re-accreditation was received during the fall 2000 semester. The Health Center has been able to expand its services in the areas of wellness and sexual health.

### Student Activities

Following a thorough evaluation of student programming, resources have been earmarked to increase late-night and weekend programming for students. Programming has also been enhanced by the renovation of the student center and the appointment of an additional staff member to work with the Cultural Events Series.

### Counseling Center/Alcohol Education

Data collected by the Counseling Center staff substantiates the need for a psychiatric consultant for the University. Currently, 10 percent of Center clients take psychotropic medications. The frequency of complex and severe psychological concerns by clients indicates the need for accessible psychiatric assessment and evaluation services. During the 2000-2001, the University secured the services of a part-time psychiatrist for the University.

The Counseling Center maintained its accreditation from the International Association of Counseling Services (IACS) during the 1999-2000 academic year. FSU is one of only six counseling centers within the state of Maryland that holds IACS

accreditation. Approval by IACS is also dependent upon evidence of counseling performance. The Center was evaluated by IACS against high standards of counseling practice and was found to offer competent and reliable professional service to students.

The campus substance abuse prevention program is funded primarily through grants totaling \$130,175 from the Maryland Alcohol and Drug Abuse Administration. There has been a significant increase in educational programming focused on substance abuse. In addition, the Counseling Center director successfully completed the CORE survey research project that assesses the use of alcohol and drugs among students. The results will also be used to evaluate the impact of the prevention program and to determine current behavioral norms.

## **X. ALUMNI AFFAIRS**

During the past three years, the Frostburg State University Alumni Association has designed and implemented a number of programs that encourage greater alumni involvement in University life. Through the energy and creativity of the FSU Alumni Association Board of Directors, exciting alumni initiatives have been developed during the past three years that capture alumni interest in and commitment to serving Frostburg State University.

### Career Connections

The Career Connections program is designed to increase opportunities for interaction between FSU students and alumni within the same career interest fields. FSU alumni have long expressed a strong desire to share their professional experiences with current students. In turn, students are eager to learn about potential careers from alumni who are now professionals.

Career Connections represents a partnership forged between the Frostburg State University Alumni Association, the Office of Career Services, and academic departments. Two pilot programs were launched in 1997 and 1999 involving the Department of Political Science and the Department of Educational Professions. Plans are currently underway to support Career Connections programs in technology, environmental science, the fine arts, the finance and insurance industry, and the coaching profession.

The program format for Career Connections is a roundtable discussion followed by a dinner where alumni guests host tables of students in an environment that encourages dialogue and develops relationships between current students and alumni.

### Alumni Leadership Series

The Alumni Leadership Series combines the excitement and enthusiasm of the University's Center for Service and Leadership with the commitment and resources of the FSU Alumni Association. The opportunities for alumni involvement in student

leadership initiatives continue to grow and now include campus and off-campus programs.

Alumni return to campus as speakers for monthly Power Lunch and Networking Dinners designed to inform and empower student leaders. Topics of interest, as selected by students, include "How to Manage the Money You Don't Have," "Fundraising: How to Make Money for Your Organization," and "Top Ten Tips on Being an Effective Leader." Alumni also serve as facilitators at the annual three-day Student Leadership Retreat in September, where students are provided with opportunities for team building and self-exploration. Rounding out the Alumni Leadership series is the Off-Campus Mentoring Program that identifies alumni who are interested in hosting small groups (8 to 15 students) for a day at their workplace. This program promotes both career exploration and mentoring.

### Learning Communities

As discussed earlier, learning communities are an exciting new approach to academics and personal growth, providing small groups of entering FSU students the opportunity to enroll in a group of thematically linked courses. The faculty who teach in learning communities work together to coordinate readings and assignments. Alumni partner with the institution's faculty in a number of ways, including serving as chat room mentors. The Office of Alumni Programs serves as the liaison between the faculty who are seeking alumni involvement and the alumni who are interested in participating in this initiative. Selection of alumni is based primarily upon academic major/minor and profession. In 1999, one learning community involved 24 alumni participants. Based upon the success of this pilot program, faculty from six learning communities have invited over 125 alumni to participate.

### Alumni Admissions Partnership Program

The Alumni Admissions Partnership Program enlists the assistance of alumni in the recruitment of students to Frostburg State University. There are several program components, including participation in college fairs, interaction with prospective students via telecounseling, and personal contact with prospective students and their families at open house programs scheduled both on and off campus.

The Alumni Admissions Partnership Program has provided a unique opportunity for alumni to invest their time and energy in new or prospective students. Alumni who have participated in this program have shared many wonderful stories about their interactions with college-bound students. Also, many of the college-bound students who became Frostburg State University students have indicated that their decision was influenced by conversations with FSU alumni.

To become involved in the Alumni Admissions Partnership Program, FSU alumni must first "graduate" from the Alumni Admissions Training Program. This program is a two-day, intensive, experience-based program designed to acquaint alumni fully with

their alma mater as it exists today. All expenses, including campus lodging and meals, are paid by the FSU Alumni Association. In return, alumni are provided with an extraordinary experience that is both exhilarating and educational.

### Minority Alumni Initiatives

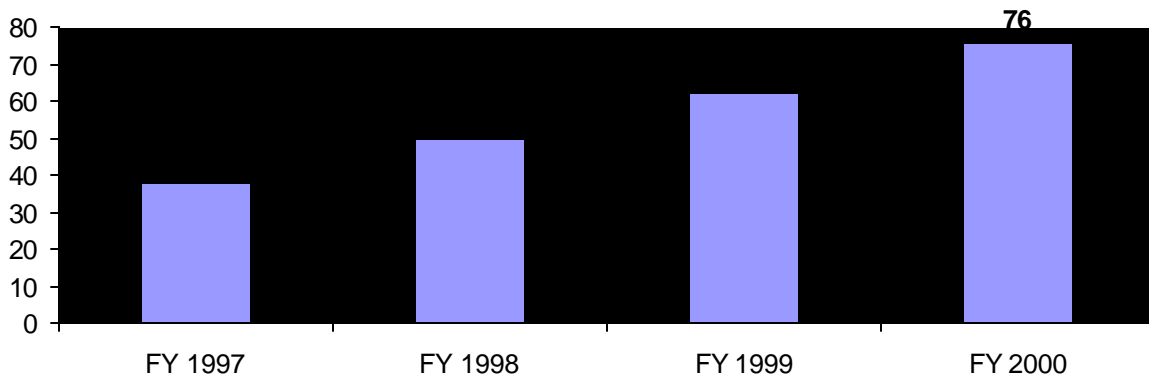
Frostburg State University has focused its efforts throughout the past decade to recruit, admit, and graduate an increasing number of minority students. The percentage of minority graduates has grown from 9.8% in 1991 to 15.2% in 1999. With the number of minority students increasing, the number of minority alumni is similarly increasing. In an effort to encourage their active participation, the Office of Alumni Programs has designed specific initiatives, including identification of and communication with our minority alumni. Using a research assistant and the Registrar's records, the alumni database now reflects minority alumni designation. The completion of this initiative has prompted the University's Diversity Office to collaborate with the Office of Alumni Programs in generating a minority alumni newsletter. Additionally, the University's Black Student Alliance has partnered with the Office of Alumni Programs to sponsor a reunion during Homecoming.

## **XI. RESEARCH AND SPONSORED PROGRAMS and the CAPITAL CAMPAIGN**

### Office of Research and Sponsored Programs

The Office of Research and Sponsored Programs (OSRP) has worked intensively with faculty and administrators over the last five years to increase extramural funds in support of University teaching, research, and community service. The number of proposals awarded has steadily increased from 38 in FY 1997 to 76 in FY 2000. The dollar amount of grants awarded to the University during this same time has grown from \$2.6 million to over \$3.1 million.

**Figure 3.1: Number of Grants Awarded  
FY 1997 – FY 2000**





provides technical support for this project (including GIS mapping of surface features, stream profiling, and water quality sampling) in an effort to lessen the amount of acid mine drainage that flows from the Kempton Mines Complex into the Potomac River.

Many new sponsored projects are in the developmental phase. Chief among these is the Allegany Business Center at Frostburg State University (ABC@FSU). The Center is designed to encourage science and technology companies to locate their operations in Western Maryland (see Section XII).

Since 1999, ORSP has held a Spring Sponsored Projects Forum at the University. The forum provides a venue to recognize the efforts of faculty and staff who have worked to secure extramural funding on behalf the University and its Colleges. It also offers the opportunity for principal investigators, project directors, and local funding agencies to share their projects with students, faculty, administrators, and regional community leaders.

### The Capital Campaign

The Second Century Campaign, conducted in celebration of the institution's founding in 1898, successfully concluded on December 31, 1998. The campaign raised a total of \$10.2 million, exceeding the goal of \$10.0 million.

The goal set for scholarships was \$5 million, but the University succeeded in attracting \$5.615 million. All other categories fell short of their target amounts; however, a total of \$3.992 million in unrestricted dollars was available for distribution in order to fulfill the original expectations. The totals for the remaining categories are:

Faculty Development:	\$310,000
Technology:	\$165,000
Community:	\$82,000

## **XII. REGIONAL ECONOMIC DEVELOPMENT**

The University partners with federal, state, and local government to help promote economic development in the region. The University also offers services to local businesses and has established links with K-12 schools as part of its effort to promote economic growth in the region.

### The Allegany Business Center

Principal among the University's recent economic development initiatives is the development of the Allegany Business Center on the Frostburg State University campus (ABC@FSU). This \$1.2 million project is being jointly funded by the U.S. Economic Development Administration, the Appalachian Regional Commission (ARC), the State of Maryland, and Allegany County, Maryland. The Center will be located on 53 acres of











upgraded to full-time in the spring of 2000. The PAC has thus, in spite of scant funding, strived to keep pace with the ever-growing production demands inherent in a thriving and growing performing arts program.

Advancements in technology during FY 1999 include the integration of a computerized box-office system by both the Theatre Department and the Cultural Events Series. The Cultural Events Series has also hired a full-time staff member to perform support functions such as administering its box-office and performing financial duties.

#### Office of Arts Marketing and Outreach

Seeing a need for improved marketing and other program coordination, the University created the Office of Arts Marketing and Outreach in 1999. Located in the Division of University Advancement, the Office provides centralized program support (particularly in community and educational outreach, marketing, and development) for FSU's extensive arts programs. It also forms strategic partnerships with other area arts organizations and, in general, creates and implements initiatives that help to ensure the long-term viability and growth of the arts in the greater tri-state region.

FSU's close partnership with the Allegany Arts Council and Allegany County schools to develop a pilot program of concentrated arts workshops offered to specific schools in Allegany County is a prime example of the University's outreach efforts in the arts. Other activities include an expanded offering of the University's already successful outreach programs with the Department of Juvenile Justice and additional outreach activities for adults and seniors.

Frostburg State University also continues to work in partnership with area arts organizations to expand local arts programming. Recent partnerships include its work with the Allegany Arts Council to present the Maryland Symphony Orchestra, and its association with the Arts Council, Allegany College of Maryland, and Allegany High School to present the Montovani Orchestra.

#### Sponsored Programs

The arts played a significant role in the Frostburg State University Centennial, which was celebrated in 1998. The University commissioned the nationally known Dance Alloy Company of Pittsburgh, Pennsylvania to create a special dance work honoring the University's Centennial. FSU's Stephanie Roper Art Gallery featured an exhibit of works by University students and alumni, as well as an "International Art Exchange," which highlighted the artwork of students and faculty from FSU's sister institution, Mary Immaculate College in Ireland.

The University presented a record number of 28 performances in FY 1998, four exhibitions, four evenings of poetry and fiction readings, six films in its international cinema series, and a fourth arts camp. FY 1999 saw 37 performances, two exhibitions, six



## **CHAPTER FOUR: EVIDENCE OF CONTINUOUS INSTITUTIONAL SELF-STUDY AND PLANNING**

### **PREVIEW**

This chapter begins by describing the process through which the Institutional Plan (the University's principal planning document) is developed and implemented. The important role that the President's Cabinet plays in this process is explained.

Section II focuses on assessment and how the University is beginning to use assessment information to shape curriculum and institutional planning. As fully described in Section II, the University's assessment work is conducted through the University's Assessment Plan (UAP), the annual evaluation of learning communities, the assessment of developmental education, the preparation of Periodic Program Reviews, and the implementation of the University System of Maryland's "Managing for Results" guidelines.

Five-year fiscal trends are discussed in Section III and Section IV presents enrollment and graduation trends. Five-year enrollment and finance projections, as well as a description of anticipated new academic programs and facilities, are presented in Section V. Also briefly discussed in this section are the University's current strategies for reaching its five-year enrollment goals and the assumptions underlying its financial projections.

### **I. INSTITUTIONAL PLANNING**

In 1996, the Middle States visitation team commended the University for its planning efforts, noting that "planning is taken very seriously ... at all levels of the organization." The design of the planning and assessment efforts at Frostburg State University reflects an understanding that these functions require effective communication and collaboration between faculty and administration. Dr. Gira distributed the most recent version of the University's Institutional Plan to the campus community in November 2000. This document reflects refinements that have been made as a result of the University's new mission statement. The new mission statement was included as a preface to the current Institutional Plan to communicate to the university community the connection between the institution's mission and the planning process.

The President's Cabinet is charged with the responsibility for developing and monitoring the Institutional Plan. Strategic planning at FSU allows the campus community to: (1) establish institutional goals and priorities consistent with the University mission; 2) provide guidelines for the prudent investment of resources; 3) delineate creative relationships and approaches to the delivery of services; and 4) provide a profile of distinctiveness for FSU within the University System of Maryland.







writing skills of FSU students and faculty interest in implementing a "writing across the curriculum" program will be carefully considered during the University's current General Education Program review. This review, to be completed by spring 2002, will also focus on student needs in critical thinking, personal development, and technological fluency (*Frostburg State University, Strategic Directions for Academic Affairs: Academic Year 2001-2002*, February 2001).

Annual faculty development workshops on critical thinking are also held on campus. The focus of these workshops varies from training faculty to score the *Tasks in Critical Thinking* test booklets to focusing on how the University's assessment of its students' critical thinking skills can be used to improve teaching. These well-attended workshops have also focused on examining specific methods for improving critical thinking skills among students.

### Development of First-Year Students

Assessment of the educational and personal development of first-year FSU students constitutes the second aspect of the UAP and is examined through the use of two instruments: the Freshman Entrance Survey and the Freshman Experience Survey. The results of these surveys have helped the University to improve recruitment efforts, financial aid policies, and retention strategies.

#### ***Freshman Entrance Survey***

The *Frostburg State University Freshman Entrance Survey* is given to incoming students during summer orientation. Results of the survey (1997-2000) show that first-year students are focused on gaining the skills necessary for success in their prospective careers and believe that these skills can be acquired at FSU. Seventy-one percent of the freshmen surveyed took college preparation courses in high school and 42% had considered a possible major before arriving on campus. Most expected to participate in campus events and university functions.<sup>1</sup> (See Appendix VI for the *Frostburg State University Freshman Entrance Survey: Fall 1997-2000*.)

#### ***Freshman Experience Survey***

The Freshman Experience Survey is administered to students at the end of their first semester. Survey results (1997-1999) indicate that most first-semester freshmen like their classes (70%), find their coursework to be challenging (85%), and enjoy their interaction with the faculty (70%). While most students plan to complete their education at Frostburg, survey results indicate that some freshmen anticipate transferring to another university due to financial considerations.<sup>2</sup> (See Appendix VII for tabulation of Freshman Experience Survey data, 1997-1999.)

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<sup>1</sup> 74% chose either the "Agree" or "Strongly Agree" response to "I will be involved in campus activities."

<sup>2</sup> 11% reported that the most likely reason for leaving was financial.

Based on information from both surveys and other studies, the University has launched several new initiatives designed to help achieve undergraduate enrollment goals while enhancing the academic climate on campus. One of the most important of these initiatives is the Working Scholars Program (WSP). First-semester freshmen chosen as working scholars are matched with professors and earn an educational stipend by serving as lab assistants or conducting research. The goal of the program is to foster a mentoring relationship between the student and the professor that will help many of the University's most promising freshmen quickly evolve into young scholars. Fifty Working Scholars positions were established at the University during AY 2000-2001.

### Alumni Experiences

The third and final aspect of the UAP centers on alumni experiences while at the University and following graduation. Through the use of the University Alumni Survey, the institution is able to gather information on issues important to its overall quality. The survey is also useful to academic departments engaged in the preparation of Periodic Program Reviews (see page 87).

In addition to demographic questions, the survey asks recent graduates about:

- ?? career and educational endeavors since graduation
- ?? University performance in:
  - meeting professional and intellectual needs
  - introducing broad areas of knowledge (e.g., arts, sciences, and humanities)
  - teaching basic academic skills (e.g., writing, problem solving, conducting research, etc.)
- ?? study habits, faculty contact, co-curricular activities, financial aid, and campus employment while attending the University
- ?? instruction, advising, faculty, use of technology, and career guidance
- ?? employment related writing, math, and computer skills.

In a recent study, the majority of 1999 FSU graduates indicated satisfaction with the education they received at the University.<sup>3</sup> Most (88%) alumni also stated that they would attend FSU again and 71% would pursue the same degree. (See Appendix VIII for the *The 2000 Frostburg State University Alumni Survey Report*.)

## **B. Evaluation of Learning Communities**

Since its inaugural offerings in the fall of 1997, Frostburg State University's learning community program for first-year students has been evaluated on an annual basis to ascertain whether the proposed goals of learning communities are in fact being accomplished. The primary tool for assessing learning communities is the Student

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<sup>3</sup> 69% rated FSU as "Excellent" or "Good" in preparing alumni for their current job. 61% chose "Excellent" or "Good" in response to the preparation they received at the university for graduate or professional study.

Experience Survey.<sup>7</sup> Distributed to each community during the final weeks of the semester, the survey is designed to gather the following information:

- ?? expected major by College, ethnic identification, grades in high school, parents' college attendance, full- or part-time student
- ?? how the student became aware of learning communities, and why she/he subsequently chose to enroll
- ?? attitudes about different aspects of the learning community experience
- ?? the degree of student engagement in campus activities as a result of their involvement in learning communities.

The results of these surveys, tabulated and distributed to the campus community in the spring semester, are utilized in administrative review of the program and its success in accomplishing desired goals. Information gleaned from the aggregate data, in combination with comments obtained from periodic student focus groups, has resulted in annual program refinements to serve better the needs of incoming students. For example, the mix of communities was adjusted to respond to student interests. Also, the mode of marketing and recruitment was refined in response to students' indications of how they became aware of learning communities. Finally, a campus newsletter was developed to keep the University at large informed of learning community activities and accomplishments.

The University believes that learning communities ease the transition from high school to college, in part because they provide thematically linked courses, smaller class sizes, and closer interaction with faculty. The Student Experience Survey results confirm that students also find these benefits of learning communities to be helpful in providing the support they need during their first semester of college (*Learning Community Report for Fall 1999, May 2000*).

### **C. Assessment of Developmental Education**

The Program for Academic Support and Study (PASS) uses assessment-based information to guide program development for both ongoing and new initiatives. For example, every year PASS examines the course completion rate of Intermediate Algebra (DVMT 100) and students' success rate in their subsequent math courses. The results of assessment have been systematically used to shape policies and to inform the design of curriculum in this area. For example, the DVMT course was revamped after a study determined that students who had completed this course had lower success rates than other students in MATH 106, Algebra with Calculus for Business. Since the course has been redesigned, the pass rate is now higher for DVMT 100 "graduates." More recently, PASS staff began experimenting with requiring students placed into sections of College Reading (ENGL 105) to participate in Supplemental Instruction for a General Education course linked with their ENGL 105 and a freshman orientation (ORIE 101) section. The

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<sup>7</sup> The Office of Information Services tracks the academic performance and retention of learning community students. The academic success and retention rates of learning community students are discussed in Chapter 3, Section IV.

placed students' grades in the course and progression of exam grades throughout the semester were compared to those of regularly enrolled students. The results were so favorable that the program will be continued.

#### **D. Periodic Program Reviews**

Periodic Program Reviews (PPR) have been a USM requirement since the late 1980s. USM stipulated that academic programs be evaluated once every five years, and that cost and productivity issues be included in the reviews. The PPR also required academic departments to assess the learning outcomes of their students and to evaluate the relationship between their programs and the mission of the University. It is this latter aspect of the original PPR process that academic departments found to be most worthwhile.

Often a department discovered unique features about its program and its special niche in the marketplace through the PPR process. It was also able to learn more about where its graduates were employed and what components of its curriculum helped to prepare them for these positions. For example, when the Department of History last conducted its PPR in 1996, it learned that many of its graduates were employed as research associates. The department also discovered that graduates believed that its emphasis on writing and research methodology was instrumental in preparing them for these positions.

A new PPR process recently approved by the Board of Regents permits individual USM institutions to establish their own report guidelines and procedures. The University's PPR guidelines, established in October 2000, downplay the past emphasis on cost accounting and productivity issues, allowing reviews to focus on program quality, student learning outcomes, and alumni and employer satisfaction. (See Appendix IX for the *Periodic Program Review Self-Assessment Guidelines*.)

Under the University's guidelines, PPRs must report student and faculty profiles, the service and professional development activities of faculty, and the adequacy of library holdings and facilities. Just as importantly, they must also discuss the relationship of the program to the mission and evaluate the program's course of study and curricular materials. Moreover, an evaluation must be made of student technology fluency and the application of information technology to instruction (e.g., the web enhancement of instructional materials, the deployment of online courses, and the use of interactive video). Reviews must also include an evaluation of student learning outcomes in relation to educational objectives, using departmental, institutional, or common indicators of student performance (Praxis, LSAT, GRE, portfolio, internships, field experience, etc.). The experiences and views of graduates, as ascertained by the Frostburg State University Alumni Survey, are also carefully evaluated.

Eight PPRs are scheduled for AY 2000-2001 (Accounting, Business Administration, Economics, Political Science, International Studies, Justice Studies, Sociology, and Social Work). All PPRs are submitted to the Provost, who reports their key findings to USM. The Provost requires academic departments to discuss thoroughly program challenges and strategies for program improvement. PPRs serve as blueprints for

program revisions and the enhancement of curricular content, student learning, technology fluency, and program relevance in the market place.

### **E. The University System of Maryland "Managing for Results" Guidelines**

The "Managing for Results" guidelines exemplify the type of external accountability that has become part of the University's management priorities. The MFR was first introduced in 1997 in response to the Governor's mandate that a quantitative measurement tool be developed to gauge effectively the progress of educational institutions. A grid of current and aspirational peer institutions was constructed, against which each public post-secondary institution in Maryland was to be measured. Then a series of benchmarks were identified that would be used to evaluate each institution, with the results of these evaluations figuring prominently into future budget appropriation. The 2001 fiscal year is the first year of implementation of the new MFR standards.

One positive aspect of the new MFR process is its focus on the attainment of preferred institutional outcomes as a measure of institutional achievement and performance. Under the MFR process, the University, with the approval of MHEC and the Board of Regents, determines its own mission and goals. Furthermore, the University defines its own objectives and benchmarks and establishes a timetable for their attainment. As such, although the University is held financially accountable for its performance under MFR, the process allows it the freedom to establish its own vision and the standards used by the state to judge the effectiveness of the institution.

### **F. Future Assessment Plans**

The University Assessment Plan, with its focus on student critical thinking and communication skills, freshmen development, and alumni perspectives, will continue to be implemented. Assessment work completed through the UAP has generated valuable information about FSU students and graduates. However, a more systematic review and analysis of assessment results generated through the UAP must be undertaken if it is to have an impact on future University planning. Starting with the 2001-2002 academic year, an annual University Assessment Plan Report will be issued to the University community. This report will include suggestions for future UAP assessment activities.

The evaluation of learning communities will continue to be an important aspect of the University's Learning Community program. Learning community assessment reports have been shared with the University community each year since 1998, and this practice will continue in the future. Revisions to the program will be based primarily on evaluative findings contained in these reports. In addition, the University will continue to assess the effectiveness of developmental courses.

The University's new Periodic Program Review guidelines promise to generate valuable assessments of academic program quality and student learning outcomes. The PPR will serve as an important tool for ensuring the continued value and effectiveness of the University's academic programs. It will also become the primary vehicle through

which academic programs share information about themselves with the University community and with outside institutions and organizations.

The Managing for Results benchmarks will continue to be used by the University as a measure of the educational progress of the institution. Because state funding in the future will be linked to the University's ability to meet its MFR benchmarks, careful documentation of the attainment of these standards will be necessary.

### III. FIVE-YEAR FISCAL TRENDS

The fiscal years 1997 to 2001 have been a period of improved finances for Frostburg State University. The recent years stand in marked contrast to the years 1991 to 1996, which included a period of significant budget cutting and cost containment efforts (detailed in the 1996 Self-Study.) Over the more recent time frame, revenues have increased modestly, despite a temporary downturn in enrollment, boosted by significant infusions of state money targeted to specific priorities. Expenditure patterns reflecting this infusion included significant efforts to increase faculty salaries, enhance technology, and raise the effectiveness of marketing and student recruitment.

#### A. Revenues

From Fiscal Year 1997 to 2001, the University's total revenues increased 28.4 percent (from \$53.4 million to nearly \$68.6 million). Table 4.1 summarizes FSU's revenues for these years. The "Unrestricted Funds" category shows the growth in the University's general funds; these monies come primarily from state appropriations, student tuition and fees, and sales and services of auxiliary enterprises. Over this period, FSU's unrestricted revenues increased 25 percent. "Restricted funds" come primarily from federal and state grants and contracts and from matching funds. The 69.8% growth in this category reflects the University's increased emphasis on and success at acquiring grants to supplement revenues from state appropriations and tuition. (See Appendix X for a detailed portrait of FSU's revenues, expenditures, and benefited positions from FY 1996 to the budget request for FY 2002.)

<b>Fiscal Year</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Unrestricted Funds</b>	\$49,407,155	\$51,429,191	\$54,582,244	\$58,047,492	\$61,777,232
<b>Restricted Funds</b>	\$4,018,105	\$4,233,849	\$4,575,010	\$5,067,193	\$6,821,766
<b>Total</b>	\$53,425,260	\$55,663,040	\$59,157,254	\$63,114,685	\$68,598,998

NOTE: Figures for FY1997-2000 are actuals; figures for FY2001 are budgeted amounts.

At the beginning of the 1990s, Frostburg received nearly 50 percent of its income from state appropriations. By FY 1997, state support had dropped to only 36.8% of the institution's total revenues. However, during the past five years, FSU's income from state appropriations has been buoyed by the State of Maryland's robust economy, a Governor committed to supporting higher education, significant backing in the Maryland General Assembly, and skillful advocacy by the University's President. From 1997 to 2002, FSU received steady increments in funding (See Appendix X for Frostburg State University Budget, FY 1996-FY 2002.). Since 1997, state appropriations to FSU have increased 48%. During this same time period, there has been a total of nearly \$46 million invested in capital projects that have been completed or are in progress.

**Table 4.2**  
**State Appropriations as a Percent of Total Budget**  
**FY 1997 - FY 2002**

<b>FISCAL YEAR</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>APPROPRIATION</b>	\$19,672,091	\$20,558,555	\$21,883,585	\$24,305,394	\$26,568,603	\$29,072,588
<b>PERCENTAGE</b>	36.82%	36.93%	36.99%	38.51%	38.73%	40.9%

NOTE: Figures for FY1997-2001 are actuals; figures for FY2002 are budgeted amounts.

In recent years, state funding has included significant increases targeted for specific purposes that represented State, University System of Maryland, and University priorities, particularly faculty salaries, technology, collaboration across institutions in the University System, teacher training, scholarships, and marketing. Table 4.3 gives a sense of these targeted increments by showing the University's "separate list" request (appropriations to supplement the University's base budget) to the governor for FY 2001 and those proposed for FY 2002.

**Table 4.3**  
**Separate List Funding**  
**FY 2001 and FY 2002**

	<b>FY2001</b>	<b>FY2002</b>
Salaries & Compensation	514,917	450,000
Technology	400,000	279,588
Enrollment	176,428	250,000
Collaborative Programs	7,4000	0
<b>TOTAL</b>	<b>1,165,345</b>	<b>979,588</b>

NOTE: Figures for FY2001 are actuals; figures for FY 2002 are projections based on the Governor's original budget proposal.

The timing of the boost in state funding, along with the increased income from grants, was propitious because it helped the University withstand a temporary enrollment downturn affecting revenues from tuition and fees. Table 4.4 links the five-year enrollment trends with the pattern of funding from the state and the institution's total revenues. With its own internal reallocations and with the help of enhanced state appropriations, FSU has taken steps to increase recruitment of students by increasing scholarship and financial aid support, engaging in more effective marketing, and reorganizing admissions and financial aid operations. These steps have been effective, as indicated in the increased enrollments evident in FY 2001. Enrollment and graduation trends are discussed more thoroughly in the following section of this chapter.

<b>Table 4.4 Student Enrollment and Funding FY 1997 - FY 2001</b>						
	<b>Fiscal Years</b>					<b>Percent Change**</b>
	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	
<b>Headcount</b>						
Undergraduates	4305	4106	4142	4100	4217	-2.0%
Graduate Students	881	899	887	883	889	0.9%
<b>Total Headcount</b>	<b>5186</b>	<b>5005</b>	<b>5029</b>	<b>4983</b>	<b>5106</b>	<b>-1.5%</b>
<b>Full-Time Equivalent Students</b>						
Undergraduates	3901	3772	3804	3790	3898	-0.1%
Graduate Students	361	373	377	384	386	6.9%
<b>Total FTES</b>	<b>4262</b>	<b>4145</b>	<b>4181</b>	<b>4174</b>	<b>4284</b>	<b>0.5%</b>
<b>State Appropriations</b>	<b>\$19,672,091</b>	<b>\$20,558,555</b>	<b>\$21,883,585</b>	<b>\$24,305,394</b>	<b>\$26,568,603</b>	<b>35.1%</b>
<b>Total Budget</b>	<b>\$53,425,260</b>	<b>\$55,663,040</b>	<b>\$59,157,254</b>	<b>\$63,114,685</b>	<b>\$68,598,998</b>	<b>28.4%</b>
<p>* Headcount calculation is fall plus spring headcount/2. Calculations for full-time equivalent students (FTES) are: for undergraduates, total UG credit hours/30 (15 cr. hrs. is the standard full-time load each semester for undergraduate students); for graduate students, total G credit hours/24 (12 cr. hrs. is the standard semester load for graduate students).</p> <p>**This column shows percentage change from FY 1997 to FY 2001.</p> <p>NOTE: Figures for FY 1997 to FY 2000 are actuals; figures for FY 2001 are estimates for student enrollment and budgeted amounts for revenues.</p>						

## **B. Expenditures**

Trends in the University's expenditures, summarized in Table 4.5 and detailed in Appendix X, reflect the priorities of the past five years. Expenditures in equipment purchases (budget objects 10 and 11 taken together), for example, show a significant rise from \$1.6 million to \$2 million over the five-year time frame. Most of these funds have been devoted to investment in upgrading and expanding computer and other technology, including distance education equipment that facilitates collaborative program offerings between FSU and other institutions in the University System, such as the joint engineering program offered by FSU and University of Maryland, College Park.

<b>Table 4.5</b>				
<b>Comparison of FY 1997 and FY 2001</b>				
<b>Budget by Category</b>				
<b>Object Code</b>	<b>Description</b>	<b>Fiscal Year</b>		<b>Percent Change</b>
		<b>1997</b>	<b>2001</b>	
01	Salaries and Wages	\$28,628,365	\$36,643,450	28.0%
02	Technical and Special Fees	\$5,889,010	\$7,064,695	20.0%
03	Communication	\$704,420	\$965,056	37.0%
04	Travel	\$448,453	\$649,469	44.8%
05	Food	\$0	\$0	0%
06	Fuel and Utilities	\$1,722,244	\$1,732,837	0.6%
07	Motor Vehicle Ops/Maint.	\$355,168	\$385,399	8.5%
08	Contractual Services	\$4,851,808	\$6,610,558	36.2%
09	Supplies and Materials	\$3,209,420	\$3,770,110	17.5%
10	Equipment-Replacement	\$219,553	\$443,193	101.9%
11	Equipment-Additional	\$1,460,229	\$1,615,204	10.6%
12	Grants, Subsidies, and Contributions	\$2,957,515	\$4,220,784	42.7%
13	Fixed Charges	\$1,704,382	\$2,533,243	48.6%
14	Land and Structures	\$1,274,693	\$1,965,000	54.2%
	<b>TOTAL EXPENDITURES</b>	<b>\$53,425,260</b>	<b>\$68,598,998</b>	<b>28.4%</b>

NOTE: Figures for FY1997 are actuals; figures for FY2001 are budgeted amounts.

One major area of focused attention for expenditures over the past five years has been salaries, primarily for faculty and to a lesser degree for staff. The overall trends in salaries and wages over the past five years (see Table 4.6 and Appendix X) show the effects of annual cost of living adjustments, merit pay, and the increased cost of benefits packages. In addition, a portion of the funds added to salaries in FY 1998 and FY 2001 were based on the results of faculty and staff equity studies. These reflect the University's commitment to carry out and fund regular studies designed to ensure equitable treatment for faculty and staff with similar performance histories.

Salary figures also show the effects of focused efforts to boost faculty salaries. The University has made a continuing commitment to retain outstanding faculty and to move toward the 85<sup>th</sup> percentile of Master's Colleges and Universities I, a goal identified by the University System of Maryland. Faculty salaries in FY 2001 reflect the effects of four rounds of recent salary enhancements, two applied in Fiscal Year 1998, one in FY 1999, and another in FY 2001. In the four rounds, nearly \$1.7 million dollars in faculty salary increments have been internally allocated by the University and funded by the state. These allocations are designed to position the University to compete effectively on a national scale in recruiting new faculty, retaining outstanding faculty, and rewarding faculty for sustained excellent performance. The effects of these efforts are discussed in more detail in Chapter Two.

	1997		2001		Percent Change
	# of Positions	Salary Dollars	# of Positions	Salary Dollars	
Salaries					
Faculty	225.8	9,759,713	229.0	12,895,916	32.1%
Exempt	122.0	5,056,098	142.0	7,382,939	46.0%
Non-Exempt	271.5	6,267,575	286.5	8,410,440	34.2%
Benefits		<u>7,154,135</u>		<u>7,553,855</u>	<u>5.6%</u>
<b>TOTAL</b>	<b>619.3</b>	<b>28,237,521</b>	<b>657.5</b>	<b>36,243,150</b>	<b>28.4%</b>

NOTE: Figures for FY1997 are actuals; figures for FY2001 are budgeted amounts.  
"Exempt" staff refers to administrators and other staff on annual salaries; "non-exempt" staff refers to hourly wage earners.

The University's workforce has increased modestly over the past five years. Table 4.7 details the distribution of long-term positions with benefits ("PIN" positions) by University division for the beginning and end of this time frame. The University's total number of PINs for each year is shown in Appendix X. The most significant changes shown in Table 4.7 reflect an internal reorganization that occurred across Fiscal Years 2000 and 2001 and that accounts for most of the decrease in PIN positions in the Student and Educational Services division and most of the increase in the Division of Enrollment Management. The Offices of Admissions and Financial Aid were moved from Student and Educational Services into the Division of Enrollment Management, where they now report to a new Vice President for Enrollment Management.

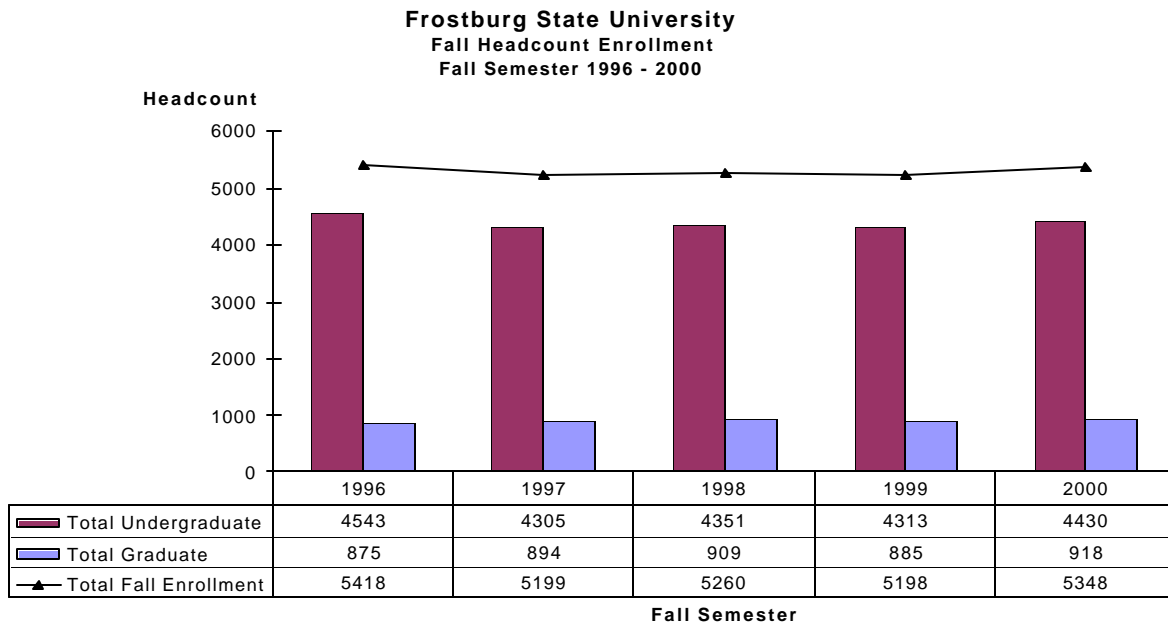
<b>PINS</b>	<b>FY 1997</b>	<b>FY 2001</b>	<b>PERCENT CHANGE</b>
Academic Affairs	310.8	318.0	2.3%
Faculty	225.8	229.0	1.4%
Administrators	37.0	40.0	8.1%
Staff	48.0	49.0	2.1%
Student and Educational Services	72.0	64.0	-11.1%
University Advancement	10.0	13.0	30.0%
Administration and Finance	219.5	236.5	7.7%
Enrollment Management	0	19.0	N/A
Office of the President	7.0	7.0	0.0%
<b>TOTAL</b>	<b>619.3</b>	<b>657.5</b>	<b>6.2%</b>

NOTE: PINs refer to benefited positions authorized under the Maryland State budget.  
Enrollment Management was moved from SES and became a separate division in 1999.

## IV. FIVE-YEAR ENROLLMENT AND GRADUATION TRENDS

The University had its largest freshman class ever in the fall 2000 semester, with 1,054 freshmen enrolled. Overall enrollment at the University increased from 5,198 to 5,348 (2.9%) between fall 1999 and fall 2000. This growth followed a period during which undergraduate enrollment declined; the segment that experienced the most significant decrease was transfer students. Community colleges in Maryland have consistently reported a decline in the number of students enrolled in transfer programs, a trend that has had a significant impact on these numbers. During this same time period, the graduate student enrollment has increased by 3.7%. The University's fall headcount enrollment from 1996 to 2000 is reflected in the chart below.

Figure 4.1



The table below summarizes the retention and graduation rates of first-time, full-time freshmen. It is important to note that these retention data include only those students who are continuously enrolled at Frostburg State. In analyzing these data, it is important to note the differences between these figures and those reported by the Maryland Higher Education Commission (MHEC). The studies conducted by MHEC define students as retained or graduated if they are enrolled in or have graduated from any public university within Maryland. As a result, the retention and graduation rates reported by MHEC are higher than those reported here. Table 4.8 includes only those students who are enrolled in or who have graduated from Frostburg State University.

**Table 4.8: Trends in Retention of First-Time/Full-Time Freshmen  
Fall 1994 - Fall 1999**

Percent of First-Time/Full-Time Freshmen Who are Continually Enrolled or Graduated

Cohort Year	N	One Year	Two Years	Three Years*	Four Years		Five Years		Six Years	
					Enrolled	Graduated**	Enrolled	Graduated**	Enrolled	Graduated**
1994	811	70.7%	60.9%	55.5%	30.7%	22.1%	5.7%	46.6%	2.3%	50.7%
1995	915	71.1%	57.3%	51.9%	27.4%	20.8%	6.0%	42.6%		
1996	965	70.8%	57.0%	52.5%	30.3%	19.3%				
1997	862	72.6%	60.3%	57.7%						
1998	937	72.5%	59.1%							
1999	938	73.8%								

Notes: \*Includes Graduates  
\*\*Graduates are Institution Specific

A comparison of the retention rates over the last six years shows that they have remained fairly constant, fluctuating between 70.7% and 73.8% after one year. As the table illustrates, the highest retention rate (freshman to sophomore year) was recorded for the fall 1999 cohort, the most recent studied. As is noted, the six-year graduation rate for the 1994 cohort is 50.7%.

Table 4.9 documents a significant increase in the retention of first-time/full-time African-American freshmen.

**Table 4.9: Trends in Retention of First-Time/Full-Time African-American Freshmen  
Fall 1994 - Fall 1999**

Percent of First-Time/Full-Time African American Freshmen Who are Continually Enrolled or Graduated

Cohort Year	N	One Year	Two Years	Three Years*	Four Years		Five Years		Six Years	
					Enrolled	Graduated**	Enrolled	Graduated**	Enrolled	Graduated**
1994	78	59.0%	48.7%	47.4%	34.6%	7.7%	10.3%	26.9%	1.3%	34.6%
1995	85	72.9%	45.9%	38.8%	23.5%	4.7%	7.1%	23.5%		
1996	120	69.2%	49.2%	46.7%	30.8%	10.8%				
1997	106	71.7%	58.5%	50.9%						
1998	154	70.8%	52.6%							
1999	146	78.8%								

Notes: \*Includes Graduates  
\*\*Graduates are Institution Specific

African-Americans constitute the largest minority group on campus; the University has identified some specific benchmarks for the retention and graduation of African-American students in its Management for Results (MFR) Plan. For the cohort of these students that entered in 1994, 59.0% were retained for their sophomore year. This freshman to sophomore retention rate jumped to 78.8% for the fall 1999 cohort.

## V. FIVE-YEAR PROJECTIONS OF ENROLLMENT AND FINANCE

### A. Enrollment

The University is currently projecting an annual increase of 1.0% in headcount each fall through 2010. At this rate of growth, the University expects to have a total enrollment of 5,619 in fall of 2005. The fall 2000 proportion of undergraduate to graduate and part-time to full-time students enrolled at the University is projected to remain constant through 2010 (see Table 4.10).

**Table 4.10: Enrollment Targets and Projections for Fall Semesters 2000-2010**

Fall Student Data	Fall											Change From	
	Actual	Projections										Fall 00 - Fall 2010	
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	#	Percent
<b>Headcount Total</b>	5,348	5,401	5,455	5,509	5,564	5,619	5,675	5,732	5,790	5,848	5,907	561	10.5%
<b>Undergraduate Total</b>	4,430	4,491	4,536	4,581	4,627	4,673	4,720	4,767	4,815	4,863	4,912	480	10.8%
<b>Full-time</b>	4,075	4,131	4,173	4,214	4,256	4,299	4,342	4,385	4,429	4,473	4,518	443	10.9%
<b>Part-time</b>	355	360	362	366	369	373	377	381	384	388	392	37	10.4%
<b>Grad./First Prof. Total</b>	918	910	919	928	937	946	955	965	975	985	995	81	8.8%
<b>Full-time</b>	191	189	195	197	199	201	203	205	207	209	211	20	10.5%
<b>Part-time</b>	727	721	728	735	742	749	756	764	772	780	788	61	8.4%
<b>Student Mix</b>													
<b>Pct. U/G - MD Residents</b>	88.5%	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%	87.0%		
<b>FTDE Students</b>	3,694	3,731	3,768	3,806	3,844	3,883	3,922	3,960	4,000	4,040	4,080	386	10.4%
<b>Fiscal Year Full-Time Equivalent Data</b>													
	<b>FISCAL YEAR</b>												
	<b>Est.</b>	<b>Projections</b>										Change from FY2000 - FY 2010	
	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>#</b>	<b>Percent</b>
<b>FTE Students</b>	4,284	4,327	4,370	4,414	4,458	4,503	4,548	4,593	4,639	4,685	4,732	448	10.5%
<b>Comments:</b>	Change from FY2000 to FY2001 is 1% as reflected in FY2002 Budget Request. All other fiscal years show a 1% increase also.												

The University has also established the goal of increasing African-American undergraduate enrollment from 11% in 1999 to 13% of the undergraduate population by 2003. The institution also plans to increase the overall percentage of undergraduate minorities from 15.2% in 1999 to 16.8% in 2003.

The enrollment goals of the University are established through a planning process spearheaded by the President's Cabinet. The Vice President for Enrollment Management is instrumental in formulating strategies to meet these goals.

### Strategies for Reaching Enrollment Goals

#### *Undergraduate Students*

Following the completion of a marketing study by Carnegie Communications, Inc., the University instituted new marketing and student recruitment strategies designed to help achieve the undergraduate enrollment goal established for 2005. Several of these strategies involve the creative use of the institution's financial aid resources.

Rewarding excellence is a way to attract both minority and majority students to the University and to retain them once they are here. The University awards Academic Excellence scholarships to first-year and transfer students, ranging from \$1,000 to \$3,500 and renewable for up to four years. The scope of these scholarships has been broadened to include both the categories of "leadership" and "talents in the arts" (Theatre, Music and Fine Arts). As of fall 2000, 19% of the Academic Excellence scholarships to incoming freshmen were awarded in these latter two categories.

A total of 84 Academic Excellence scholarships (\$217,392) were awarded to the entering class for fall 1995. In the fall of 2000, 252 of these scholarships (\$477,500) were awarded (a three-fold increase in the number of awards over 1995). Similarly, while 25% of fall 1995 scholarships could be renewed, all Academic Excellence scholarships were made renewable beginning in the fall of 1999.

The Maryland Hope Scholarship Program will also benefit the recruitment and retention efforts of the University. Under the program, there are three different scholarships that provide financial assistance to students pursuing a degree in certain specialized career fields. The scholarships are: The Science and Technology Scholarship, Hope General Scholarship and Hope Teacher Scholarship. A student receiving one of these scholarships must agree to work or teach full time in Maryland one year for each year he or she receives the award.

The Working Scholars Program is another important initiative designed to help the University reach its enrollment goals while enhancing the academic climate on campus. Fifty Working Scholars (work/study positions), each funded at \$1,000, have been established on campus for incoming students of high ability. These awards are renewable through the sophomore year. Working scholars are matched with professors and work as lab assistants or conduct research. The goal of the program is to foster a mentoring relationship between the student and the professor and to help many of the University's most promising students quickly evolve into young scholars.

In August of 2000, the USM Board of Regents granted FSU permission to charge undergraduate students from contiguous counties in Pennsylvania, Virginia, and West Virginia 200% of the University's in-state tuition (as opposed to the standard 250%) as a

first step in helping it become more competitive in the region. This represents a tuition discount of slightly more than \$2,000 for out-of-state students. Even with this approved new rate, the University's tuition is still substantially higher than the rates offered by nearby competitors. However, it may provide an incentive for some out-of-state students to attend FSU.

### ***Graduate Students***

It is anticipated that the advent of new programs at the University will help increase graduate enrollments through 2005 and beyond. The University has added to the curriculum new master's-level programs in computer science, education, business, and addiction counseling (certification program). In addition to these existing programs, the University is planning a new MAT in Secondary Education. Planned certificate programs in computer science and other areas will be specifically designed for the nontraditional student seeking training for a career change or job advancement.

The University also intends to reach its graduate enrollment goals by maintaining the current proportion of FSU undergraduate students (23%) who decide to enroll in graduate programs. It is expected that the institution's new graduate programs will also help to achieve this goal.

### ***International Students***

As noted earlier, the institution recently received a \$720,000 donation from a private individual to help bring additional international students to the campus, both at the undergraduate and graduate levels. In addition, FSU is now authorized by the U.S. Department of State to issue J-1 Visas. As of this writing, the University has yet to establish international student enrollment goals. Presently, approximately 40 international students are enrolled at the University each semester.

## **B. Fiscal Trends**

Fiscal Trends for FY 2002-2006: The budget projections are based on a series of assumptions about future enrollments, level of state support, economic and market conditions, and other measures considered important to Frostburg's future.

**Table 4.11: FSU Budget Estimates for FY 2002 - FY 2006**

<b>REVENUES</b>	FY2002	FY2003	FY2004	FY2005	FY2006
<b>CURRENT UNRESTRICTED REVENUES</b>					
Tuition and Fees	19,576,449	20,339,497	21,127,015	21,953,000	22,808,525
State Appropriations	28,175,122	29,865,629	31,657,567	33,557,021	35,570,442
Sales & Services of Educational Activities	500,000	500,000	500,000	500,000	500,000
Sales & Services of Auxiliary Enterprises	14,399,940	14,618,810	14,883,175	15,155,977	15,435,159
Other Sources	1,140,573	1,140,573	1,140,573	1,140,573	1,140,573
Transferred to Restricted Revenue	(47,541)	(47,541)	(47,541)	(47,541)	(47,541)
<b>TOTAL Unrestricted Revenue</b>	<b>63,744,543</b>	<b>66,416,968</b>	<b>69,260,789</b>	<b>72,259,030</b>	<b>75,407,158</b>
<b>CURRENT RESTRICTED REVENUES</b>					
Federal Grants and Contracts	4,167,200	4,167,200	4,167,200	4,167,200	4,167,200
State Grants and Contracts	1,626,526	1,626,526	1,626,526	1,626,526	1,626,526
Local & Private Grants and Contracts	78,040	78,040	78,040	78,040	78,040
<b>TOTAL Restricted Revenue</b>	<b>5,871,766</b>	<b>5,871,766</b>	<b>5,871,766</b>	<b>5,871,766</b>	<b>5,871,766</b>
<b>TOTAL REVENUES</b>	<b>69,616,309</b>	<b>72,288,734</b>	<b>75,132,555</b>	<b>78,130,796</b>	<b>81,278,924</b>
<b>EXPENDITURES</b>					
Salaries and Wages	37,971,759	39,540,183	41,236,954	43,043,361	44,953,062
Technical and Special Fees	7,133,913	7,347,930	7,568,368	7,795,419	8,029,282
Communication	989,818	994,767	999,741	1,004,740	1,009,764
Travel	649,469	652,716	655,980	659,260	662,556
Food	0	0	0	0	0
Fuel and Utilities	1,863,580	1,956,759	2,054,597	2,157,327	2,265,193
Motor Vehicle Operations and Maint.	341,230	354,879	369,074	383,837	399,190
Contractual Services	6,528,274	6,789,405	7,060,981	7,343,420	7,637,157
Supplies and Materials	3,598,312	3,742,244	3,891,934	4,047,611	4,209,515
Equipment-Replacement	539,504	566,479	594,803	624,543	655,770
Equipment-Additional	1,831,559	1,923,137	2,019,294	2,120,259	2,226,272
Grants, Subsidies and Contributions	4,272,784	4,443,695	4,621,443	4,806,301	4,998,553
Fixed Charges	2,681,107	2,761,540	2,844,386	2,929,718	3,017,610
Land and Structures	1,215,000	1,215,000	1,215,000	1,215,000	1,215,000
<b>TOTAL EXPENDITURES</b>	<b>69,616,309</b>	<b>72,288,734</b>	<b>75,132,555</b>	<b>78,130,796</b>	<b>81,278,924</b>

**Assumptions - Revenues:**

1. Tuition and Fees: The projected increase in revenues generated from tuition and fees is based on an assumed 1% annual growth in headcount and a 3% annual increase in tuition. (The dollar amount generated through student fees is assumed to be the same in each of the five years.)
2. State Appropriations: It is assumed that state appropriations will increase by 6% each year. This is a conservative projection, given the fact that the University has enjoyed double-digit increases in state support in each of the last two years.

3. Sales and Services of Educational Activities: Annual increases in this category are not assumed, since revenue amounts generated by these activities are not consistently impacted by changes in enrollments.
4. Sales and Services of Auxiliary Services: Historically, the University has annually increased residence hall room rates by 3% and board rates by 2%. The projected growth of revenue amounts in this category each year assumes these increases. Since the residence halls are currently at full capacity, the projected growth in revenues is not predicated on an expectation of higher occupancy rates.
5. Other Sources (e.g., student deferred payment revenue, interest income): Revenues are not expected to increase annually in this category.
6. Current Restricted Revenue: Following past budgeting practices, it is assumed that yearly increases will not occur in this category.

**Assumptions - Expenditures:**

1. Salaries and Wages: Expenditures for salaries and fringe benefits combined are expected to increase at least 4% annually over the next five years due to COLA, merit pay raises, increases in health insurance rates, and the need to fund new benefited positions.
2. Technical and Special Fees: Expenditures are projected to increase 3% annually for additional adjunct faculty. These faculty members will be needed as enrollments continue to grow at the University over the next five years.
3. Communication: Expenditures are expected to increase, due primarily to escalating Internet service provider charges and general price increases in the communication industry.
4. Travel: Increases in this category are expected, given the anticipated growth in the number of full-time faculty and staff at the University over the next five years.
5. Fuel and Utilities: Likely competition in the marketplace for energy supplies and general inflation will result in higher fuel and utility expenditures for the University.
6. Motor Vehicle Operations and Maintenance: Expenditures are projected to increase, due to the rising cost of gasoline and vehicles predicted over the five-year period.
7. Contractual Services: Expenditures in this category are expected to rise due to inflation and additional expenses related to the University's anticipated enrollment growth over the next five years.

8. **Supplies:** Increased expenditures for supplies are expected due to inflation and anticipated enrollment increases at the University over the next five years.
9. **Equipment-Replacement and Additional:** Increased expenditures for equipment are expected due to inflation, increased enrollments, and the need to provide appropriate and accessible technology to students, faculty and staff.
10. **Grants, Subsidies and Contributions:** Additional expenditures in this category each year result from the need for additional student scholarship money as the University's tuition increases. The anticipated creation of new student scholarships will also result in higher expenditures in this category over the next five years.
11. **Fixed Charges:** Increased expenditures due to inflation are expected in this category.
12. **Land and Structure:** Consistent with past budgeting practices, the University assumes a constant dollar expenditure for campus maintenance. Major projects are financed through requests made to the State for special capital funding.

### **C. Academic Initiatives**

A significant goal established by the University is to increase recognition of academic programs on a statewide and regional basis. Sustaining the demonstrated excellence of the Social Work program and gaining professional accreditation by 2005 for the College of Education (NCATE) and the College of Business (AACSB) can help accomplish this goal.

Academic initiatives in support of economic development in Western Maryland will also be a focus of the University. The University is presently working with Allegany County to attract companies to the newly constructed FSU Biotechnology Park (ABC@FSU). The goal is to have four companies occupy the site by 2005. The companies will provide research opportunities for our faculty and internship sites for our students, especially in technology, science, and business.

A number of academic programs are now under development by the faculty for future implementation. These programs will serve the needs of both traditional and nontraditional students, and some elements of their curriculum will be taught as online courses. New programs now under development include the following:

#### **College of Education**

?? MAT in Secondary Education

#### **College of Liberal Arts and Sciences (CLAS)**

?? Additional areas of study toward the Bachelor of Technical and Professional Studies

?? Arts Management (College of Liberal Arts and Sciences and College of Business)

?? New programs in Environmental Sciences with various emphases (biology, geology, and interdisciplinary)

- ?? Inter-institutional program in Ethnobotany
- ?? New master's programs in Environmental Planning and Analysis, Social Work, and in selected areas in Humanities
- ?? Restructuring of Foreign Languages into Foreign Languages and Cultural Studies, with the possibility of an integrated Cultural Studies Program
- ?? New concentration in English in Film Studies
- ?? New interdisciplinary major in Public Relations
- ?? Interdisciplinary major in Science, Technology and Business
- ?? New major in Audio Production

#### **D. Planned Facilities**

- ?? **Tawes Hall:** With the movement of science laboratories and classrooms to the new Compton Science Center, Tawes Hall, the current science facility, will be vacated. This building, when renovated, will provide the University much-needed expansion space for such programs as mass communication (one of the fastest-growing majors on campus) and academic support offices. Renovation of Tawes is strongly endorsed by the University's administration and by its Board of Visitors.
- ?? **New Residence Hall:** The University is presently soliciting bids for a privatized, apartment-style residence hall.
- ?? **New Facilities Master Plan:** A new Facilities Master Plan is prepared every 10 years, with updates every five years. In the spring of 2001, the University issued a Request for Proposal to prepare a new master plan.

## **CHAPTER FIVE: CONCLUSION**

After campus-wide discussions and thorough examination of this Periodic Review Report, a number of issues important to Frostburg State University have surfaced as presenting important challenges and opportunities for the University. These issues are presented below.

### **DIVERSITY**

Frostburg State University prides itself in the fact that minority students are attracted to the campus and often achieve positions of leadership. While this is an area where the institution has made progress, faculty and staff diversity will continue to be an issue of concern. As FSU becomes more diverse, it must also continue to be vigilant about maintaining a welcoming and supportive climate for all students, faculty, and staff, including minorities. Additionally, minority faculty and staff should not perceive the campus to be less welcoming or supportive than the institution believes itself to be. These challenges will require constant attention if more progress is to be made.

### **PLANNING AND ASSESSMENT**

The planning process of the University is strong and effective, and significant progress has been made in the area of assessment over the last five years. However, careful review of current assessment activities is necessary in light of the University's new mission statement, evolving curricula, and changing instructional methods and technologies. This review must consider the level of financial and human resources that the University will need to commit annually to effectively carry out its future assessment work. FSU must also continue to ensure that assessment results are used in the planning process at all levels of the University.

### **PROGRAM ACCREDITATION**

Gaining necessary accreditation for University programs will be an important, and possibly costly, endeavor for the institution in the years to come. The College of Business and the College of Education have made significant progress toward gaining national accreditation. The College of Education is an important resource for addressing the critical need for teachers in the state of Maryland. By gaining NCATE accreditation and developing new certification programs for students, the College of Education can continue to help meet this Maryland workforce need. In addition, AACSB accreditation of the College of Business will ensure that it continues to play an important role in the economic development of the region and the state.

## **GRADUATE EDUCATION**

While administrative and faculty support for FSU graduate programs has grown over the last five years, more work will be needed to fully develop graduate education at the University. The Division of Academic Affairs' most recent planning document, *Academic Affairs Goals and Implementation Strategies 2000-2001*, calls for the increased support for and marketing of existing graduate programs and the development of new offerings that both emphasize the University's strengths and are consonant with its mission. The plan also calls for additional graduate assistantships and a modest increase in graduate stipends as resources permit.

## **THE GENERAL EDUCATION PROGRAM**

Presently under review by a faculty committee, the University's General Education Program (GEP) will need to be appropriate for students of the 21<sup>st</sup> century. *Academic Affairs Goals and Implementation Strategies 2000-2001* calls for the development of a strategic plan for the GEP that will take into account student and community needs in critical thinking, diversity, verbal facility, personal development, and technological fluency.

## **FACULTY DEVELOPMENT, EVALUATION, AND SALARIES**

Increasing support for faculty involved in professional development will continue to be an important institutional goal (*Academic Affairs Goals and Implementation Strategies 2000-2001*). The University must also devise procedures to evaluate and credit faculty who teach and conduct research in more than one disciplinary area. A related challenge is how to evaluate and reward the work of faculty who are developing new courses or course modules to be delivered online or through other distance-learning methods. More work is needed to bring the University closer to the announced University System of Maryland (USM) salary goal of the 85<sup>th</sup> percentile of Master's Colleges and Universities I institutions.

## **LIBRARY RESOURCES AND TECHNOLOGY**

Currently, the University is committed to providing adequate staffing and resources for the Ort Library, specifically funding for on-line full-text journals and traditional print materials. The University must also ensure sufficient holdings in the Library to meet all accreditations (*Academic Affairs Goals and Implementation Strategies 2000-2001*). It must continue to plan carefully and commit the resources necessary to ensure that students, faculty, and staff have access to relevant technologies (including information technologies and distance learning facilities) and can use these resources in a productive manner.

## **HAGERSTOWN AND FREDERICK CENTERS**

The University's future role in the Hagerstown and Frederick, Maryland areas will need to be carefully considered as the University System of Maryland moves forward in opening a Center in Hagerstown in the fall of 2003. FSU will offer a variety of programs at the Center and will also have a significant voice in planning which programs from other USM institutions will be offered at the new site. The impact of the USM Center at Hagerstown on FSU's Frederick Center must also be carefully considered.

## **STATE SUPPORT AND THE MFR PROCESS**

Although the current economic health of Maryland is strong, FSU cannot continue to expect annual double-digit increases in state support forever. (Since 1996, state appropriations to the University have increased by 49%.) As current resources are invested, they must reflect the priorities most important to the future stability and growth of the University. These priorities must be established through candid discussions among the faculty, the deans, the Cabinet, and the vice presidents. In need of special review is the adequacy of the operating budgets of all academic departments and administrative offices. State funding in the future will be linked to the University's ability to meet its Managing for Results benchmarks and careful documentation of the attainment of these standards will be necessary.

## **COLLECTIVE BARGAINING**

The 2001 Maryland General Assembly has enacted legislation signed by the Governor giving certain employees of the University System of Maryland the right to choose whether or not they wish to be represented by a union or other employee organization for the purpose of collective bargaining. Faculty members are not covered under the legislation. There is the potential for significant financial impact on the University as it moves forward in implementing the new law.

## **CAPITAL PLANNING PROJECTS**

With the movement of science laboratories and classrooms to the new Compton Science Center in the spring of 2003, Tawes Hall, the current science facility, will be vacated. Because Tawes Hall is a large building located in the center of the campus, it is imperative that funding be secured as soon as possible for the renovation of this building to house information technology and academic support offices. Renovation of Tawes is strongly endorsed by the University's administration and by its Board of Visitors. The future of Tawes Hall should be an important part of the new Facilities Master Plan soon to be prepared for the University.

## **A FINAL THOUGHT**

The past five years at Frostburg State University have been characterized by significant new initiatives that have enhanced the effectiveness of the University in serving both students and the region. The issues outlined in this chapter and the concerns identified and discussed in this report provide the University a useful blueprint as it continues its planning efforts. By addressing these challenges and others as they are identified, the University will continue to achieve even greater excellence.



Content Area	Middle States Suggestions/ Recommendations	University Response	Page Ref.
II. Planning, Financial Resources, and Resource Allocation	* Conduct routine internal research to support the planning process.	A fully staffed Office of Information Services supports University planning and assessment.	10
	* Continue the refinement of the institutional planning process and the linkage that budgeting has to the plan.	See page Planning, Financial Resources, and Resource Allocation on page 2-1.	10
	* Continue efforts to have Cabinet members communicate financially related matters to the campus community. There is an expressed desire on the part of many faculty and staff to receive more effective communication about major campus financial decisions.	Enhanced communication with faculty and staff concerning budget issues: a) Results of Cabinet deliberations appear in regular minutes b) Annual report updates campus community on major budget allocations supporting University goals c) Members of central administration regularly attend Faculty Assembly and Faculty Senate meetings d) Chair of Faculty Senate keeps faculty informed of budgetary developments and solicits input on financial issues e) Budgetary suggestions are presented to the President, Provost, and vice presidents by the Chair and members of the Institutional Priorities and Resources Committee	11
	* Explore the feasibility of further decentralizing budget authority within the Division of Academic Affairs. More specifically, the deans should have increased budget authority.	Efforts undertaken to decentralize budget control within Academic Affairs to the deans of the colleges. As new college structure develops within Academic Affairs with greater flexibility in operational budgets, it is anticipated that the deans' discretionary authority over budgets will grow.	11
III. Student & Campus Life	<p style="text-align: center;"><b><u>Suggestions:</u></b></p> <p>* Review freshman orientation class for increased opportunities to teach skills needed for successful learning.</p> <p>* Review allocation of local financial aid resources to assure funds are available to support students after their first year.</p> <p>* Review residence hall and food service programs and adopt policies attractive to students.</p>	<p>Responsibility for administering Introduction to Higher Education course assigned to Associate Vice President for Student and Educational Services. Steering committee formed to revise the course for the 2000-2001 academic year. The committee focused on the following areas: 1) refining core objectives, 2) training, 3) co-curricular activities, and 4) resources for instructors. Course web site with resource materials developed in summer 2000.</p> <p>See Recommendation 2 on next page.</p> <p>* Resident students now have "port-per-pillow" access to the Internet. * Several single-sex residence halls converted to coed and special interest housing expanded (e.g., freshman hall dedicated to community service). * Expansion of student meal plan options * Residence halls reached highest occupancy rate in over 10 years in Fall 2000.</p>	<p>13</p> <p>13</p> <p>13</p>

Content Area	Middle States Suggestions/ Recommendations	University Response	Page Ref.
III. Student & Campus Life	<p>* Strengthen the connection between Greek organizations and FSU, acknowledging the role of Greeks as local community ambassadors and placing additional responsibility on the Greeks to provide positive leadership within the student population.</p>	<p>* Assistant Director of Lane Center and Campus Activities hired during 1998-99 academic year, whose primary responsibilities focus on working with fraternities and sororities. New initiatives include the renewal of the Greek Council, several Greek-focused educational seminars, a Greek awards reception, and the rebirth of Greek Week. The University recognizes the importance of national affiliation for Greek letter organizations: risk management policies and procedures, anti-hazing education, on-site visits by professionally trained consultants, and national policies related to academic standards.</p>	14
	<p><b><u>Recommendations:</u></b></p> <p>(2) Building on the three recommendations in the self-study (3-1, 3-2, 3-9), coordinate and integrate the marketing initiatives, recruiting efforts, financial aid award processes and retention strategies (present and planned) to strengthen and stabilize enrollment patterns at FSU. Clear and realistic goals for recruiting students of various geographic origins, race/ethnicity, and academic ability will provide a focus for expending financial and human resources in ways that will yield desired results for the institution.</p>	<p>a) New position of Vice President for Enrollment Management created. Position filled in summer 2000. The new Vice President is responsible for all phases of the University's admissions, financial aid, and marketing.</p> <p>b) Redesigned scholarship program, distributing financial assistance to a larger number of applicants and consequently increasing the number of students attending FSU with above average SAT scores.</p> <p>c) Fall 2000 semester marked the largest freshman class in the University's history (of a total enrollment of 5,348, first-year undergraduate students numbered 1,054). Of this total enrollment, 15.6% are African American and a total of 22% are students of color, illustrating the University's continued success in attracting minority students.</p> <p>d) A number of recent developments will help the University in attracting and retaining additional students, in order to attain enrollment goals:</p> <ul style="list-style-type: none"> <li>* Maryland Hope Scholarship Program (see Chapter Four - Five Year Projections of Enrollment/Finance)</li> <li>* FSU Working Scholars Program (see Chapter Four - Five Year Projections of Enrollment/Finance)</li> <li>* Contiguous county tuition discount (see Chapter Four - Five Year Projections of Enrollment/Finance)</li> <li>* Rowe scholarship (see Chapter Three - International Education)</li> </ul>	15
	<p>(3) The academic advising process is identified in higher education research as an important factor in the success and satisfaction rates of students. Recommendation 3-3 in the self-study deserves serious attention and follow-up.</p>	<p>a) Development of an action plan during the 1999-2000 academic year that evaluates current practices and recommends enhancements in the six areas deemed as essential to be addressed by the USM best practices review: institutional policy, models/delivery systems, training, evaluation, rewards, and information systems. Those strategies implemented during the 2000-2001 academic year include the appointment of an Academic Advising Council, implementation of the Advising Mentor training program, completion of an Academic Advising Handbook, funding welcome/group advising events sponsored by departments, and funding attendance at advising conferences.</p> <p>b) Improved advising and registration through use of the University's Intranet</p>	16 16
	<p><b><u>Suggestions:</u></b></p> <p>* Formalize the mentoring of untenured and contractual faculty as is the practice in select departments.</p>	<p>Orientation program for all new faculty and staff developed by the Office of the Provost. Topics covered include: legal issues, academic rules and regulations, academic computing services, library services, University's Intranet and Student Information System, research and sponsored programs, international programs, sexual harassment, and student services.</p>	17
IV. Faculty	<p><b><u>Suggestions:</u></b></p> <p>* Formalize the mentoring of untenured and contractual faculty as is the practice in select departments.</p>	<p>Orientation program for all new faculty and staff developed by the Office of the Provost. Topics covered include: legal issues, academic rules and regulations, academic computing services, library services, University's Intranet and Student Information System, research and sponsored programs, international programs, sexual harassment, and student services.</p>	18



Content Area	Middle States Suggestions/ Recommendations	University Response	Page Ref.
Hagerstown/ Frederick Centers	(8) Create a uniform policy regarding teaching at the Hagerstown-Frederick sites. That policy should embrace (a) making teaching at the sites part of the job description for all new hires in the relevant departments, and (b) establishing a uniform set of incentives for existing faculty already teaching at these sites.	<p>a) Departments offering courses at Hagerstown and Frederick Centers are working toward a uniform policy regarding teaching at the off-campus sites.</p> <p>b) New positions in the relevant departments include teaching at the off-campus sites as part of the job description.</p> <p>Incentives currently in place for remote site teaching are still college specific.</p>	25  26
	(9) Enable Hagerstown-Frederick students to access material relevant to their studies in the absence of the capacity on the part of the institution to invest substantially in an on-site library. These options should involve (a) the acquisition of additional CD-ROM's and CD-ROM drives; (b) the exploration of license agreements with major database providers; (c) the investigation of the possibility of cooperative arrangements with public and other libraries accessible to Hagerstown-Frederick students, and (d) determination of the feasibility of on-site reference assistance. These are not mutually exclusive alternatives, but might be pursued singly or in combination.	<p>Expansion of web-based library resources available to all FSU students:</p> <p>a) FSU participation in MDUSA, a shared web-based gateway to which University System of Maryland libraries subscribe. Through MDUSA, 35 databases are available covering a variety of academic disciplines, including full text articles for over 7,000 periodical sources.</p> <p>b) FSU participation in the Maryland Digital Library (MDL project), an initiative funded by the Maryland Higher Education Commission (MHEC). Over 350 titles, primarily specialized reference materials in all disciplines, are available through the MDL.</p> <p>c) Addition of "ASK A LIBRARIAN" service to the Library website (see Recommendation 11).</p>	26  27
	VI. The Library, Instructional Resources, & Instructional Technology	<p><b>Suggestions:</b></p> <p>* Consider the establishment of depository accounts with commercial information providers to address the need to obtain articles and other materials in support of FSU programs in a way that takes advantage of the new information technologies and delivery systems, not passing the costs on to students.</p> <p>* Consider the establishment of an electronic classroom within the Library for the effective teaching of information skills and strategies toward the attainment of information literacy.</p>	<p>a) Purchased subscription to DIALOG's Classroom Instruction Program. Provides access to 11 resources not generally found in MdUSA or MDL databases. Most of these resources specialize in the biological sciences, chemistry, and social sciences.</p> <p>b) Establishment of a depository account with UNCOVER, a commercial document delivery service used to supplement traditional interlibrary loan.</p> <p>Addition of a new hands-on, electronic classroom in 1998 for library instruction. This state-of-the-art facility provides a learning environment where students are introduced to the Library's electronic resources and are taught effective searching skills by the Library's professional staff.</p>

Content Area	Middle States Suggestions/ Recommendations	University Response	Page Ref.
VI. The Library, Instructional Resources, & Instructional Technology	(10) Insure the Library, as a major learning and teaching resource for FSU and its many communities, is given a high priority in budgeting and fund-raising (as provided for in the capital campaign now underway), so that it can more effectively achieve its objectives of facilitating student learning. This may entail designating increased ongoing and new funding for the Library's operational budget in support of the academic programs emphasized in the University's mission statement. This carries the highest priority from the Visiting Team.	a) Increase in the University's financial contribution to the USM Library Information Management System (LIMS). (Only limited funds are provided in the University's commitment to LIMS for the subscriptions and licensing fees for electronic databases [MDUSA]. The Library supplements these expenditures with funds from its annual budget, thereby restricting purchases of monographs and visual materials for the collection. The Library also funds its depository account with UNCOVER from the annual library materials budget).	29
		b) Enhanced user access to Library's CD-ROM collection of government documents through the purchase of a CD-ROM tower and server, networked to the Library's public computers.	30
		c) Increase in the number of Internet accessible workstations for student use from the 10 that were installed in 1996 to 35. To effectively manage the increased number of public computers and the 25 workstations in the electronic classroom, the Library purchased a file server for \$17,000.	
	(11) Address the library and information needs of the Hagerstown and Frederick sites through the development of a program that includes a institute a more effective information delivery and electronic reference support system, and expand the Library's user-education program. The new program should also include the availability of some on-site reference assistance so that students are able to work more effectively with library and information resources.	a) Improved interlibrary loan process through on-line transmission of requests to the Interlibrary Loan Department.	31
		b) Enhancement of the Library's web page, including an e-mail service for reference questions. "ASK A LIBRARIAN" service allows students/faculty to contact a reference librarian directly for research assistance.	32
		c) Expansion of Library instructional program to include visits by reference librarians to Hagerstown and Frederick Centers.	
Instructional Technology	<p style="text-align: center;"><b>Recommendations:</b></p> (12) Formulate a comprehensive technology plan that addresses academic and administrative concerns, needs, directions, and financial support. The planning process should include appropriate representation from the University's multiple constituencies and should be developed in concert with the evolving System-wide plan for technology enhancement.	a) Development of the University's first comprehensive information technology plan in 1998.	33
		b) Continuation of the first plan with the development of <i>Strategic Directions in Information Technology, Phase II</i> in May 2000.	

Content Area	Middle States Suggestions/ Recommendations	University Response	Page Ref.
VII. Admin., Organizational Structure, and Governance	<p align="center"><b><u>Suggestions:</u></b></p> <p>* Consider the role of faculty, students and staff and their various organizations and committees and how they interact.</p> <p>* Consider the role of administrative officers at all levels and how to clarify them and make them more effective.</p> <p>* Strengthen and clarify the chain of command and the relationships in the chain in all administrative and governance areas, not just at the departmental level. Promote efforts to reduce the insularity of academic departments. Promote efforts to integrate the activities of academic and support units and to mutually support program efforts. Recommendation 7 specifies our advice more directly.</p>	<p>1. Promoting Administrative Efficiency</p> <p>a) Enhanced communication and collaboration on campus through:</p> <ul style="list-style-type: none"> <li>* Careful adherence to an inclusive planning process, incorporating input of all campus constituents</li> <li>* Effective and ongoing communication to the campus community</li> <li>* Movement toward decentralizing budget control to the colleges and the deans</li> <li>* Yearly faculty evaluation of the President and senior administrators within Academic Affairs Division reinstated in fall 2000.</li> </ul>	34
		<p>2. Promoting Efficiency within the Governance System</p> <p>a) Revised the Faculty Senate's committee system to reduce complexity</p> <p>b) Improved communication within governance, as well as with the faculty at large, through e-mail system upgrades.</p>	35
			35
VIII. External Relations and Fundraising	<p align="center"><b><u>Suggestions:</u></b></p> <p>* Explore coordination of alumni surveys.</p> <p>* Update Strategic Marketing Plan annually.</p> <p>* Explore a more user-friendly computer system for the Advancement Office.</p> <p>* Explore creative ways to use faculty to assist in the advancement function.</p>	<p>Use of the Intranet to ensure more widespread access to alumni survey data among campus constituents.</p>	36
		<p>Hired an outside marketing consultant, Carnegie Communications, Inc., which submitted its final report in January 2000. The University has begun implementing key recommendations, including the creation of a vice president for enrollment management position to oversee the operations of the Admissions and Financial Aid Offices and the University's marketing efforts.</p>	
		<p>Enhanced utilization of the University Advancement computer system to increase productivity and accuracy.</p> <p>Active involvement of faculty in the advancement function, through faculty participation in alumni programs and fundraising efforts.</p>	37

### CHAPTER 3: SIGNIFICANT CHANGES AND DEVELOPMENTS SINCE THE PREVIOUS EVALUATION

Content Area	Achievements	Page Reference*
I. The Mission Statement	<p>1. The Maryland Higher Education Commission charged the University System of Maryland with ensuring the development of new mission statements for all USM institutions, to be consistent with the Maryland Charter for Higher Education and with the Maryland State Plan for Post Secondary Education.</p> <p>2. In April of 2000, USM Board of Regents responded to the directive, proposing a standard format for the mission statement that was adopted by all USM institutions. The format was had three components: a) institutional identity, b) institutional capabilities, c) institutional objectives and outcomes.</p> <p>3. FSU President Gira appointed a special mission taskforce whose members reviewed FSU's existing mission statement and evaluated it in the context of a set of institutional peers. The review concluded in summer 2000 and resulted in a modified version of the mission statement. In addition to some changes in emphases, the major change was to add human services and social and behavioral sciences explicitly to the mission statement.</p> <p>4. New mission statement was distributed to the President's Cabinet and to the faculty at large, inviting campus-wide participation. After being approved on-campus, the document was submitted to USM.</p> <p>5. Mission statements for all USM institutions were approved by the Board of Regents and accepted by MHEC in November 2000.</p>	
II. Diversity	<p>1. There has been modest progress in the University's efforts to recruit more minority faculty members. While the percentage of faculty members in most minority groups has remained constant during the past five years, the number of Hispanic faculty has jumped from three (1.3%) to eight (3.3%).</p> <p>2. The University has had more success in increasing the number of minority students, as evidenced by an increase in the percentage of minority students for the freshman classes over the past five years (18.9% minority freshman enrollment in fall 1996 versus 22.7% in fall 2000).</p> <p>3. There has been an increase in the number of student organizations that focus on diversity issues. The following groups have either been formed recently or have increased their activity and visibility on campus: S.P.E.E.D. (Students Promoting, Educating, and Encouraging Diversity), LASO (Latin American Student Organization), and GLBTA (Gay, Lesbian, Bisexual, Transgendered, and Allies). These groups, in addition to the Black Student Alliance, work closely with the Diversity Center in providing programming for diversity.</p> <p>4. The President has appointed an Advisory Council on Diversity and given the group the following charge: "to recommend programs and actions that increase awareness and appreciation of other cultures, that promote harmony among all groups, that address the particular problems faced by women and various minority groups, and that sensitize the University to the problems of sexual harassment."</p> <p>5. National Coalition Building Institute (NCBI) conducts prejudice reduction workshops for both the campus and various community groups. These workshops have become an integral part of the required freshman orientation course, Introduction to Higher Education, and the orientation of new employees.</p>	

Content Area	Achievements	Page Reference*
III. Administrative Hires and Reorganization	<p style="text-align: center;"><b><u>Academic Affairs Division</u></b></p> <ol style="list-style-type: none"> <li>1. New Provost/Academic Vice President appointed in August 1997</li> <li>2. Division of Academic Affairs reorganized from four schools into three colleges in 1998:               <ol style="list-style-type: none"> <li>a) Former School of Natural and Social Sciences merged with School of Arts and Humanities to create College of Liberal Arts and Sciences.</li> <li>b) School of Education became the College of Education</li> <li>c) School of Business became the College of Business</li> </ol> </li> <li>3. Within the College of Liberal Arts and Sciences, the Department of Music and Department of Speech Communication and Theatre Arts joined in 2000 to form the Division of Performing Arts. Once part of Speech Communication and Theatre, the Mass Communication program is now a separate academic department.</li> <li>4. In 2000, the College of Business reorganized, with the Department of Business Administration and the Master of Business Administration Program merging to form the Department of Business Management.</li> <li>5. New academic support offices created:               <ol style="list-style-type: none"> <li>a) Office of Special Academic Services in 1998</li> <li>b) Center for International Education in 1997</li> <li>c) Office of Graduate Services in 2000. Former Office of Assessment, Special Programs and Graduate Services dissolved, with assessment and special programs management functions transferred to other offices within the Division.</li> </ol> </li> </ol> <p style="text-align: center;"><b><u>Administration and Finance</u></b></p> <ol style="list-style-type: none"> <li>1. Department of Athletics placed within the Division of Administration and Finance in 2000. Interim Athletic Director appointed to serve through the 2002-2003 academic year.</li> </ol> <p style="text-align: center;"><b><u>Enrollment Management</u></b></p> <ol style="list-style-type: none"> <li>1. Following the completion of a marketing study by Carnegie Communications, Inc., a new vice president of Enrollment Management was appointed in 2000 to oversee the operations of Admissions and Financial Aid, as well as the University's marketing efforts.</li> </ol> <p style="text-align: center;"><b><u>Student and Educational Services</u></b></p> <ol style="list-style-type: none"> <li>1. Career Services staff resources increased, with the appointment of an Associate Director in AY 1999-2000.</li> <li>2. Additional staff member added to the Diversity Center in 2000, to support the University's efforts to improve minority student retention rate.</li> <li>3. Separate Office of Disability Support Services created in 1998 and placed within Programs for Academic Support and Studies.</li> </ol>	
IV. Academic Programs and Initiatives	<p style="text-align: center;"><b><u>New Educational Opportunities for First Year Students</u></b></p> <ol style="list-style-type: none"> <li>1. Learning Communities: Open to first semester students, learning communities provide students with the opportunity to take classes together and to build support networks with peers and faculty.</li> </ol>	

Content Area	Achievements	Page Reference*
IV. Academic Programs and Initiatives	<p>2. Freshman Projects: An extension of the Learning Community Program, first-year students are provided the opportunity to apply concepts, theories, and interdisciplinary perspectives acquired in their learning communities.</p> <p style="text-align: center;"><b><u>New and Revised Interdisciplinary Academic Majors and Minors</u></b></p> <p>1. Liberal Studies: This revised major (1999) is an integrative undergraduate program providing breadth in the arts, humanities, natural sciences, and social sciences; provides depth in an area of specialization.</p> <p>2. Environmental Policy: Established as an academic minor in 1998.</p> <p>3. Earth Science: Created in 1997 for students seeking Earth Science middle/secondary teacher certification.</p> <p style="text-align: center;"><b><u>Accreditation of Academic Programs</u></b></p> <p>1. MS in Counseling Psychology earned 10-year certification in 1998.</p> <p>2. In June of 1999, undergraduate program in Social Work reaccredited through 2007.</p> <p>3. College of Education earned the preconditions for professional accreditation in fall 1999 from NCATE.</p> <p>4. Undergraduate degree program in Parks and Recreation Management earned accreditation in October 2000.</p> <p>5. In fall 2000, College of Business submitted to the AACSB its five-year accreditation plan.</p> <p style="text-align: center;"><b><u>Program Expansion/Collaborative Efforts</u></b></p> <p>1. An ever-increasing number of degree programs are offered at locations around the state.</p> <p>2. FSU is collaborating with numerous USM institutions and community colleges to offer innovative programs at both the undergraduate and graduate levels.</p> <p style="text-align: center;"><b><u>Expansion of Graduate Education - New Programs</u></b></p> <p>1. Master of Arts in Teaching</p> <p>2. Master of Education in Special Education</p> <p>3. Master of Science in Applied Computer Science</p> <p>4. B.S. in Accounting/MBA</p>	
V. Hagerstown and Frederick Centers	<p style="text-align: center;"><b><u>Hagerstown Center</u></b></p> <p>1. Headcount has grown modestly over the last five years, with graduate enrollments in the MBA, MAT, and M.Ed. programs accounting for most of the increase.</p> <p>2. Now offers approximately 50 courses each semester, several of which originate from the Frostburg campus and are taught using interactive video.</p> <p style="text-align: center;"><b><u>Frederick Center</u></b></p> <p>1. Student enrollment has generally increased from 1996 to 2000.</p> <p>2. MBA program is the principal offering.</p> <p>3. Since fall 1998, undergraduate programs in Accounting, Business Administration, Justice Studies, and Sociology have been available at the Frederick Center.</p>	

Content Area	Achievements	Page Reference*
VI. Information Technology	<p>1. A comprehensive three-year institutional technology plan, entitled <i>Strategic Directions in Information Technology</i>, was developed in early 1998. The President's Cabinet prioritized the report's recommendations, and implemented a number of these in late 1998/early 1999.</p> <p>2. <i>Strategic Directions in Information Technology II</i> was submitted to the President's Cabinet in June 2000, identifying new information technology goals and incorporating ongoing objectives from the first plan. Funding of the goals identified in this plan totaled over \$900,000 in FY 2001.</p> <p>In addition to the accomplishments described in Chapter 2, the Library achieved the following:</p> <ol style="list-style-type: none"> <li>1. Invested in additional Internet workstations and a new file server</li> <li>2. Installed a CD ROM tower and server to provide access to several government titles</li> <li>3. Reorganized personnel and departments to meet the support and fiscal demands placed upon the Library as a result of new information technology</li> </ol>	
VII. Distance Education	<ol style="list-style-type: none"> <li>1. Provost's Distance Education Advisory Group formed in 1996 as part of the governance system.</li> <li>2. Four modern interactive video classrooms established (both full-motion and compressed video) where distance education courses are taught between the main campus, the Hagerstown Center, and other locations across the state (including the Downtown Baltimore Center and Garrett County).</li> <li>3. Several entirely on-line courses created, including undergraduate classes in computer science, mathematics, chemistry, and separate graduate MBA classes in financial and information management. In a great number of University courses, traditional classroom instruction is supplemented through web-based resources and on-line instruction, including the use of e-mail, chat rooms, and bulletin boards.</li> <li>4. President's Cabinet approved the establishment of a new center for faculty training and support. Planning now underway.</li> <li>5. Provost charged the Distance Education Advisory Group with establishing by spring 2001 a comprehensive distance education plan for the University.</li> </ol>	
VIII. International Education	<ol style="list-style-type: none"> <li>1. Center for International Education established in 1997, to administer study abroad programs and serve international students. Accomplishments include: <ol style="list-style-type: none"> <li>a) Facilitating centralization and standardization of University study abroad procedures</li> <li>b) Leading the expansion of study abroad programs for students</li> <li>c) Opening new faculty exchange opportunities overseas</li> <li>d) Co-sponsoring curricular activities promoting international themes on campus.</li> </ol> </li> <li>2. The University received in early 2001 an endowment of approximately \$720,000 from a private individual, Harold Rowe, to support international students at FSU. A committee appointed by the President is presently considering eligibility requirements for the Rowe funds and will make a recommendation to the President in spring 2001.</li> </ol>	

Content Area	Achievements	Page Reference*
IX. Student Life	<p style="text-align: center;"><b><u>Community Service</u></b></p> <ol style="list-style-type: none"> <li>1. The University's AmeriCorps program, A STAR! In Western Maryland, received approval for another three-year funding cycle during the 1999-2000 academic year.</li> <li>2. The University's Allen HallSTARS initiative, a service-learning program for entering students, completed its first year of operation and gained national attention.</li> <li>3. The University received a Learn and Serve grant in summer 2000 for the Corporation for National Service to develop an Institute for Service Learning to train University faculty and local teachers in the methodology of service learning.</li> </ol> <p style="text-align: center;"><b><u>Leadership</u></b></p> <ol style="list-style-type: none"> <li>1. Annual University leadership retreat received the "Exemplary Practices and Model Programs" award from the National Association of Campus Activities.</li> <li>2. Student leadership development programming now focuses on four areas: skill building, leadership/ethics, diversity, and self-development.</li> </ol> <p style="text-align: center;"><b><u>Student Services</u></b></p> <ol style="list-style-type: none"> <li>1. Planning underway for the effective use of new campus information technology, including: <ol style="list-style-type: none"> <li>a) People Soft - will allow greater flexibility in administrative reporting of student information.</li> <li>b) Web-enabling software - will permit traditional student services processes (including application for admission, course registration, bill payment, grade submission, and student record viewing) to occur from any location where a Web connection is present.</li> </ol> </li> <li>2. U.S. Department of Education refunded the Upward Bound, Regional Math/Science Center, and Student Support Services within the last five years, bringing approximately \$800,000 per year to the University.</li> </ol>	
X. Alumni Affairs	<p>Programs Established for FSU Alumni Association to Encourage Alumni Involvement in University life:</p> <ol style="list-style-type: none"> <li>1. Career Connection: opportunities for interaction between FSU students and alumni with the same career interest fields.</li> <li>2. Alumni Leadership Series: Alumni become involved in study leadership initiatives through on- and off-campus programs.</li> <li>3. Learning Communities: Alumni can partner with faculty in learning communities to help mentor first-year students.</li> <li>4. Alumni Admission Partnership Program: Alumni complete two days of on-campus training, then agree to discuss the University with prospective students.</li> <li>5. Minority Alumni Initiatives: The Office of Alumni Programs and the Diversity Office collaborate to publish a minority alumni newsletter. The Black Student Alliance and Office of Alumni Programs sponsor a reunion during Homecoming.</li> </ol>	

Content Area	Achievements	Page Reference*
XI. Research and Sponsored Programs and the Capital Campaign	<p style="text-align: center;"><b><u>Office of Research and Sponsored Programs</u></b></p> <ol style="list-style-type: none"> <li>1. Number of proposals for extramural funding awarded has increased from 38 in FY 1997 to 69 in FY 2000.</li> <li>2. Dollar amount of grants awarded to the University has grown from \$2.6 to over \$3.5 million within the same period.</li> </ol> <p style="text-align: center;"><b><u>Capital Campaign</u></b></p> <ol style="list-style-type: none"> <li>1. The University's Second Century Capital Campaign concluded in December 1998, after raising \$10.2 million:               <ol style="list-style-type: none"> <li>a) \$5.6 million for student scholarships</li> <li>b) \$3.93 million donated as unrestricted dollars</li> <li>c) Remainder used to support faculty development, technology on campus, and community initiatives.</li> </ol> </li> </ol>	
XII. University's Role in Regional Economic Development	<ol style="list-style-type: none"> <li>1. Allegany Business Center: Designed to encourage science and technology companies to locate operations in Western Maryland; Expected to bring as many as 290 permanent high-tech jobs to campus.</li> <li>2. New Science Facilities Under Construction or Recently Completed:           <ol style="list-style-type: none"> <li>a) Compton Science Center: A \$29 million state-of-the-art facility to be ready for occupancy in spring 2003.</li> <li>b) Appalachian Laboratory: A research facility of the University of Maryland Center for Environmental Science located on the FSU campus.</li> <li>c) Biotechnology Laboratory: A new facility on the FSU campus that provides a modern environment where students can learn such procedures as DNA sequencing.</li> <li>d) Gunter Hall: With a projected completion date of spring 2002, this remodeled facility will house the Department of Geography and two advanced labs in the environmental sciences.</li> <li>e) Engineering Laboratories: Two new mechanical engineering labs were established in support of the collaborative program offered by FSU and University of Maryland, College Park. A newly upgraded electrical engineering lab also supports the collaborative program.</li> </ol> </li> <li>3. New Academic Programs:           <ol style="list-style-type: none"> <li>a) Engineering</li> <li>b) Applied Computer Science</li> <li>c) Teaching</li> </ol> </li> <li>4. Services to Regional Businesses:           <ol style="list-style-type: none"> <li>a) Internet Publishing Lab: Provides services including web site design and development to businesses in Western Maryland.</li> <li>b) Cyberway Hub: FSU will serve as a cyberway hub for a new fiber optic line extending across the state into Allegany and Garrett Counties.</li> <li>c) Western Maryland Small Business Development Center: Provides educational workshops and conferences in business management to new and existing small business owners and operators in Western Maryland.</li> <li>d) Center for Regional Progress: Housed in the Department of Economics; Provides data analysis to economic development agencies in 11 counties in western Maryland, northern West Virginia, and south/central PA.</li> <li>e) College of Business Outreach: College of Business provides customized training and workshops to community businesses and non-profit organizations.</li> </ol> </li> </ol>	

Content Area	Achievements	Page Reference*
XII. University's Role in Regional Economic Development	5. University Links with K-12 Schools: <ul style="list-style-type: none"> <li>a) Participation in Maryland Career Connections Program</li> <li>b) Establishment of Western Maryland Professional Development Schools</li> <li>c) Works with area educators to further integrate technology into area schools</li> <li>d) Hosts summer enrichment programs in sciences, business and performing arts for high school students</li> </ul>	
XIII. Arts and Culture	1. New Staffing <ul style="list-style-type: none"> <li>a) Hiring of a Technical Director and full-time Office Assistant for Performing Arts Center</li> <li>b) Full-time staff member hired in support of the Cultural Events Series</li> </ul> 2. Office of Arts Marketing and Outreach <ul style="list-style-type: none"> <li>a) Office created in 1999 and located within the Division of University Advancement</li> <li>b) Provides centralized program support for the University's arts program, forms strategic partnerships with other area arts organizations, and creates initiatives that support growth of arts in the region.</li> </ul> 3. Sponsored Programs <ul style="list-style-type: none"> <li>a) First annual dance retreat in summer 2000</li> <li>b) Total of 46 sponsored arts programs in FY 2000</li> <li>c) Partnered with area arts organizations to expand local arts programming</li> <li>d) Currently working with Allegany Arts Council and Allegany County Schools to develop a pilot program of concentrated arts workshops for area students</li> </ul>	
XIV. Facilities	Renovated facilities not previously described under Section XII include: <ul style="list-style-type: none"> <li>a) Chesapeake Dining Hall</li> <li>b) Pullen Hall</li> <li>c) Elizabeth Hitchins Administration Building</li> <li>d) New landscaping for the commons area between Hitchins and the Lane Center</li> </ul>	

## CHAPTER 4: EVIDENCE OF CONTINUOUS SELF-STUDY AND PLANNING

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
I. Institutional Planning	<p>1. 2000-2001 version of University Institutional Plan distributed to the campus community in November 2000. Reflects refinements made as a result of the University's new mission statement.</p> <p>2. Cabinet continues to maintain responsibility for developing and monitoring the Institutional Plan.</p> <p>3. University's planning process is a continuous cycle that integrates the Institutional Plan in the daily workings of the institution. FSU has established seven primary goals that guide the planning process and serve as a framework for all institutional priorities:</p> <ul style="list-style-type: none"> <li>Goal 1: Create a climate in which students develop intellectually, socially, and personally and which encourages and values diversity.</li> <li>Goal 2: Create a climate in which faculty and staff are valued and appropriately rewarded.</li> <li>Goal 3: Engage the campus community in a comprehensive effort to increase administrative efficiency and effective use of resources.</li> <li>Goal 4: Upgrade facilities as needed to accomplish educational goals.</li> <li>Goal 5: Provide and reward service to the surrounding community to reflect FSU's commitment as a year-round resource to the region and the state.</li> <li>Goal 6: Promote FSU as a premier educational, economic, and cultural resource for the region.</li> <li>Goal 7: Increase external funding.</li> </ul> <p>4. Mandates by external agencies incorporated into Institutional Plan, including the USM's "Managing for Results" guidelines, the Maryland State Plan for Post-Secondary Education (MHEC document), and the USM Strategic Plan.</p>	
II. Assessment	<p style="text-align: center;"><b><u>The University Assessment Plan</u></b></p> <p>1. FSU completed the Student Learning Outcomes Assessment Report in June 1995, the first in a series of MHEC and USM mandated accountability reports. Results indicated need for student improvement in critical thinking skills and verbal facility.</p> <p>2. University Assessment Plan written in summer 1996. Central to the plan is measuring critical thinking and verbal facility of students. Plan considered and endorsed in fall 1996 by various bodies of the University's governance system, including the Chairs' Council and Academic Council.</p> <p>3. Measurement instrument to assess student critical thinking and verbal facility skills selected in fall 1996 - Educational Testing Service's <i>Tasks in Critical Thinking</i>. After two separate rounds of study beginning in 1998, data suggested that critical thinking skills improve among FSU students over time. FSU seniors score significantly higher than freshmen on all measures of critical thinking used in the survey instrument. Seniors also performed better on communication in both studies, although the difference was smaller in this area.</p>	

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
II. Assessment	<p>4. Two freshman surveys now administered: Freshman Entrance Survey (given to incoming students during summer orientation) and Freshman Experience Survey (given at the end of the first semester). Results have helped the University to improve recruitment efforts, financial aid policies, and retention strategies.</p> <p>5. Alumni survey adopted and piloted in fall 1996. This is a comprehensive instrument that seeks to measure the views of graduates on issues important to the quality of the institution. In particular, the survey is an important source of information in preparation of Periodic Program Reviews (PPRs). Most recent survey results indicate that 1999 graduates achieved their academic and occupational goals in the year following graduation. The majority of respondents were either currently employed or pursuing advanced degrees. Most expressed overall satisfaction with their FSU undergraduate education.</p> <p style="text-align: center;"><b><u>Evaluation of Learning Communities</u></b></p> <p>1. Since fall 1997, FSU's learning communities have been evaluated on an annual basis to determine whether goals are being accomplished. Primary evaluation tool is the Student Experience Survey, distributed to each community during the final weeks of the semester. Results have generated refinements such as a change in the mix of communities based on student interest and a campus newsletter to inform the University community of learning community activities and accomplishments.</p> <p style="text-align: center;"><b><u>Periodic Program Reviews</u></b></p> <p>1. Periodic Program Reviews conducted once every five years for all academic programs.</p> <p>2. A new process has been approved by the USM permitting individual institutions to set their own guidelines. FSU established new FSU guidelines in October 2000. Eight PPRs are scheduled for AY 2000-2001.</p> <p style="text-align: center;"><b><u>Future Assessment Plans</u></b></p> <p>1. The University will continue to implement the University Assessment Plan with its focus on critical thinking and communication skills, freshmen development, and alumni perspectives. Starting with the 2001-2002 academic year, an annual University Assessment Plan Report will be issued to the University community. This report will include policy and programmatic recommendations, and suggestions for future UAP assessment activities.</p> <p>2. Evaluation of learning communities will continue, with annual assessment reports being shared with the University community. Program revisions will be based primarily on evaluative findings contained in these reports.</p> <p>3. The University's new Periodic Program Review guidelines promise to generate valuable assessments of academic program quality and student learning outcomes. The PRR will serve as an important tool for ensuring the continued value and effectiveness of the University's academic programs.</p>	

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
<p>III. Five-Year Fiscal Trends</p>	<p style="text-align: center;"><b><u>Revenues</u></b></p> <ol style="list-style-type: none"> <li>1. Over the period of FY 1997 to FY 2001, FSU's total revenues increased 28.4% to nearly \$68.6 million.</li> <li>2. Unrestricted funds (state appropriations, tuition and fees, sales and services of auxiliary enterprises) increased 25 percent.</li> <li>3. Restricted funds (grants, contracts, and matching funds) grew 69.8%.</li> <li>4. FSU has received steady increments of state support, boosting the state's share of the University's revenues to 38.7 percent.</li> </ol> <p style="text-align: center;"><b><u>Expenditures</u></b></p> <ol style="list-style-type: none"> <li>1. Equipment purchases have increased from \$1.6 million to 2 million over the last five years. Most of these funds have been devoted to technology enhancements, including distance education equipment that facilitates collaboration on program offerings between FSU and other USM institutions.</li> <li>2. Faculty and staff salary increases have been a major area of focused attention over the past five years. Increases have resulted from annual cost of living adjustments, merit pay, and the increased cost of benefits packages. A portion of funds added to salaries in FY 1998 and FY 2001 were based on results of faculty and staff equity studies.</li> <li>3. Four rounds of faculty salary enhancements have resulted in nearly \$1.7 million in salary increments for faculty (internally allocated by FSU and funded by the USM).</li> <li>4. The University's workforce has increased modestly over the last five years, with 657.5 total benefitted (PIN) positions in FY 2001.</li> </ol>	
<p>IV. Five-Year Enrollment and Graduation Trends</p>	<p style="text-align: center;"><b><u>Enrollment Trends</u></b></p> <ol style="list-style-type: none"> <li>1. The University had its largest freshman class ever in the fall 2000 semester, with 1,054 freshmen enrolled.</li> <li>2. Overall enrollment increased from 5,198 to 5,348 (2.9%) between fall 1999 and fall 2000. This growth followed a period during which undergraduate enrollment declined. The segment experiencing the most significant decrease was transfer students.</li> <li>3. Graduate student enrollment has increased from 875 students in fall 1996 to 918 students in fall 2000.</li> </ol> <p style="text-align: center;"><b><u>Retention and Graduation Rates</u></b> <b><u>(Percent of First-time Full-time Freshman Who Are Continually Enrolled or Graduated)</u></b></p> <ol style="list-style-type: none"> <li>1. A comparison of retention rates for fall 1994 to fall 1999 shows that these rates have remained fairly constant between 1994 and 1999, fluctuating between 70.7% and 73.8% after one year.</li> <li>2. The highest retention rate (freshman to sophomore year) was recorded for the fall 1999 cohort, the most recent studied.</li> <li>3. Six-year graduation rate for the 1994 cohort is 50.7%.</li> </ol>	

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
	<p style="text-align: center;"><b><u>African-American Student Retention Rates</u></b>  <b><u>(Percent of First-time Full-time African-American Freshman Who Are Continually Enrolled or Graduated)</u></b></p> <ol style="list-style-type: none"> <li>1. The University has significantly increased the retention rates of first-time, full-time African-American freshmen.</li> <li>2. African-Americans now constitute the largest minority group on campus. The University has identified some specific benchmarks for the retention and graduation of African-American students in its Management for Results Plan.</li> <li>3. For the 1994 African-American student cohort, 59% were retained from freshman to sophomore year. This rate jumped to 78.8% for the fall 1999 cohort.</li> </ol>	
V. Five-Year Projections of Enrollment and Finance	<p style="text-align: center;"><b><u>Enrollment Projections</u></b></p> <ol style="list-style-type: none"> <li>1. The University is currently projecting an annual increase of 1% in headcount each fall through 2009. At this rate, expected enrollment for fall 2005 is 5,518 students. Proportion of undergraduate to graduate and part-time to full-time students is expected to remain constant.</li> <li>2. The University has established the goal of increasing African-American undergraduate enrollment from 11% in 1999 to 13%.</li> <li>3. Following the completion of Carnegie Communications' marketing study, new strategies for recruiting undergraduate students were implemented. These include: <ol style="list-style-type: none"> <li>a) Broadening the scope of Academic Excellence scholarships to include both the categories of "leadership" and "talent in the arts." The number of Academic Excellence scholarships increased from 84 awarded in fall 1995 to 252 (\$477,500) in fall 2000.</li> <li>b) Working Scholar Program established for incoming students of high ability.</li> <li>c) In August 2000, the USM Board of Regents granted FSU permission to charge undergraduate students from contiguous counties in Pennsylvania, Virginia, and West Virginia 200% of the in-state tuition as a first step to becoming more competitive in the region. This represents a tuition discount of \$2,000 for out-of-state students.</li> </ol> </li> <li>4. New strategies for recruiting graduate students include: <ol style="list-style-type: none"> <li>a) New masters-level programs in computer science, education, business, and addiction counseling (certification program). Possible additional programs include a new MAT in Secondary Education and certificate programs in computer science.</li> <li>b) Maintaining the current proportion of FSU undergraduate students (23 percent) who decide to enroll in the University's graduate programs.</li> </ol> </li> <li>5. New strategies for recruiting international students: <ol style="list-style-type: none"> <li>a) FSU recently received a \$720,000 donation from a private individual, Harold Rowe, to help bring to the campus additional international students.</li> <li>b) The University is now authorized by the U.S. Dept. of State to issue J-1 Visas.</li> </ol> </li> </ol>	

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
	<p style="text-align: center;"><b><u>Fiscal Trends</u></b></p> <p><b><u>Revenue Assumptions</u></b></p> <ol style="list-style-type: none"> <li>1. Projected increase in tuition and fee revenues based on 1% annual headcount growth and 3% annual increase in tuition.</li> <li>2. State appropriations are projected to increase by 6% each year.</li> <li>3. Sales and services of educational activities are expected to remain constant, since revenue amounts generated by these activities are not consistently impacted by changes in enrollments.</li> <li>4. Revenues in the category of sales and services of auxiliary services are expected to increase, based on historical trends of annually increasing room rates in the residence halls by 3% and board rates by 2%.</li> <li>5. No yearly increases are predicted for the categories of Other Sources (student deferred payment revenue, interest income) or Current Restricted Revenue.</li> </ol> <p><b><u>Expenditure Assumptions</u></b></p> <ol style="list-style-type: none"> <li>1. Expenditures for salaries and fringe benefits combined are expected to increase 4% annually over the next five years, due to COLA, merit pay raises, increases in insurance rates, and the need to fund new benefited positions.</li> <li>2. Technical and Special Fees: As enrollments grow, expenditures for additional adjunct faculty will increase 3% annually.</li> <li>3. Expenditures in the following categories are also expected to increase: <ol style="list-style-type: none"> <li>a) Communication - due to rising ISP charges and general price increases in the industry.</li> <li>b) Travel - given the anticipated growth in FSU full-time faculty and staff over the next five years.</li> <li>c) Fuel and Utilities - resulting from competition in the marketplace and general inflation.</li> <li>d) Motor Vehicle Operations and Maintenance - to cover likely increases in the cost of gas and vehicles.</li> <li>e) Contractual Services - resulting from inflation and the University's anticipated enrollment growth.</li> <li>f) Supplies - due to inflation and the University's anticipated enrollment growth.</li> <li>g) Equipment - will result from inflation, anticipated enrollment growth, and the need for technology.</li> <li>h) Grants, Subsidies and Contributions - resulting from the need for additional scholarship money.</li> <li>i) Fixed Charges - due to inflation.</li> </ol> </li> <li>4. Land and structure is assumed to remain constant, consistent with past budgeting practices.</li> </ol> <p style="text-align: center;"><b><u>Academic Initiatives</u></b></p> <ol style="list-style-type: none"> <li>1. The University will focus on increasing recognition of academic programs, on a statewide and regional basis, particularly in Teacher Education, Social Work, and Business. Sustaining the demonstrated excellence of the Social Work program and gaining accreditation by 2005 for the College of Education and College of Business will help to accomplish this goal.</li> </ol>	

Content Area	Evidence of Continuous Institutional Self-Study and Planning	Page Reference*
	<p style="text-align: center;"><b><u>Academic Initiatives</u></b></p> <p>2. Academic initiatives in support of economic development in Western Maryland will also be a focus. The University is currently working with Allegany County to attract companies to the newly constructed FSU Biotechnology Park (ABC@FSU).</p> <p>3. Many new academic programs are now under development for future implementation, in both the College of Education and the College of Liberal Arts and Sciences. These will serve the needs of both traditional and nontraditional students, and some elements of the curriculum will be taught as online courses.</p> <p style="text-align: center;"><b><u>Planned Facilities</u></b></p> <p>1. Tawes Hall - With the movement of science classrooms and labs to the new Compton Science Center, Tawes Hall will be vacant. The building, if renovated, would provide the University with much-needed expansion space for such programs as mass communication (one of the fastest growing majors) and academic support offices.</p> <p>2. New Residence Hall - FSU is now soliciting bids for a privatized, apartment-style residence hall that is scheduled for opening in fall 2002.</p> <p>3. New Facilities Master Plan - prepared every 10 years, with updates every five years. The University issued a Request for Proposal in the spring of 2001 to have a new master plan prepared for the institution.</p>	