**FROSTBURG STATE UNIVERSITY**

**2020 Institutional Performance Accountability Report**

**September 2020**

**MISSION**

Frostburg State University is a student-centered teaching and learning institution featuring experiential opportunities. The University offers students a distinctive and distinguished baccalaureate education along with a select set of applied master’s and doctoral programs. Frostburg serves regional and statewide economic and workforce development; promotes cultural enrichment, civic responsibility, and sustainability; and prepares future leaders to meet the challenges of a complex and changing global society.

**INSTITUTIONAL ASSESSMENT**

**Goal 1: Address State-wide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.**

The *2017-2021 Maryland State Plan for Postsecondary Education* (**MSP**), notes that “employers (have) become increasingly dependent upon a highly skilled workforce” (**MSP Strategy 7**) and that “Maryland’s economy depends on high-skill jobs requiring experience and advanced education” (**MSP Strategy 8**). Frostburg’s initiatives and programs in STEM disciplines, teacher education, and regional engagement serve as a means to reinforce statewide strategies.

**STEM Initiatives and Programs**

The number of FSU undergraduates enrolled in STEM programs decreased by 5.7% over the reporting period (from 759 in 2019 to 716 in 2020), as did the number of STEM-program graduates (from 169 in 2019 to 151 in 2020). Frostburg expects these performance measures to increase as a result of new program enrollments, including the Life-Cycle Facilities Management major.

In December 2019, a letter of intent for the proposed new Bachelor of Science in Life-Cycle Facilities Management was submitted to USM. In January 2020, the university proceeded with curriculum development with a team of faculty from the departments involved in planning: Geography, Physics and Engineering, Chemistry, and Business, and with the help of a

consultant specializing in construction management.

Recently, the Department of Labor, Licensing, and Regulation identified a critical shortage of new or replacement pharmacists in Maryland. To meet this need, Frostburg is developing a proposal for a concentration within the Chemistry major as a pathway to prepare students for admission to professional schools of pharmacy and for graduate studies in pharmaceutical sciences, medicinal chemistry, and related fields. This program, which is primarily being developed in anticipation of articulation agreements and/or dual-degree programs with professional schools of pharmacy in the state and region, provides a solid core-chemistry experience, while optimizing the other courses in the program to closely match pharmacy program pre-requisites. Students who complete the program and do not matriculate into PharmD programs will still be well-prepared for employment or graduate studies in chemistry, biochemistry, medicinal chemistry, pharmacology, toxicology, and other related fields.

Although the RN to BSN program experienced a 9.3% decline in enrollment (from 483 students in 2019 to 438 in 2020) and an 11.2% decrease in the number of nursing program graduates (from 160 in 2019 to 142 in 2020 - **MFR Objective 1.3**), enrollment in the Master of Science in Nursing program continues to grow significantly (by 60%; from 2019 to 2020).

In July 2020, Frostburg’s Department of Nursing received two grants from the Maryland Higher Education Commission: 1) the “Nurse Educator Cohen Scholars” proposal was awarded more than $490,000 over five years, to be used to develop and implement a cohort model program to support current and future clinical and academic nurse educators through a structured mentoring model, and 2) the “Planning for the Future: Expanding Pre-licensure Capacity” proposal was awarded more than $220,000 over two years. Funds will be used to develop a strategic plan and curriculum and course development for a proposed new, traditional nursing program that will allow students to earn a BSN degree within four years, which is designed to increase the capacity of initial BSN graduates within the state of Maryland (**MSP Strategies 4 and 6**).

**Education**

Also in response to evolving workforce demands, Frostburg embraces its responsibility to strengthen public schools through the preparation of certified teacher education graduates and pre-K to 20 partnerships (**MSP Strategy 1**). For 2020, 245 students enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollments in these programs have declined since 2018, as has the number of candidates who successfully completed their teacher training: from 105 in 2019 to 83 in 2020 (**MFR Objective 1.2**). The pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II remained steady at 98% in 2020.

Beginning in the fall of 2019, a combined B.S. in Exercise and Sport Science/M.S. in Athletic Training and a stand-alone M.S. in Athletic Training were launched to expedite time to degree for students pursuing these degrees. The Exercise and Sports Science program experienced a modest increase in enrollments between fall 2018 and fall 2019 (from 141 to 152).

The College of Education was awarded a grant of more than $4 million in January 2020 to support its efforts in teacher education. Frostburg will be partnering with school districts in Garrett and Frederick counties and reaching out to students interested in the MAT program to address teaching needs in Maryland.

**Regional Engagement**

In addition to strategic delivery of existing programs that engage external communities with the University, Frostburg continues to create new opportunities for its resources and intellectual capital to benefit the region and better promote campus facilities that help spark innovation. An example of this work is the creation and launch of a new regional economic development effort, the I-68 Regional Alliance. This partnership includes representatives from Allegany, Garrett, Mineral, Bedford, and Somerset counties, who work together to focus on various industry sectors, including lifestyle manufacturing, IT cyber security service, and supply chains.

**Goal 2: Promote an institutional image of academic distinction and ensure stable institutional enrollment through admission of students prepared to succeed in college and persist to graduation.**

Frostburg State University critically reviews and strengthens its efforts to attract quality students to the campus and increase student retention and graduation rates. Over the reporting period, the university experienced declines in the percentage of African-American and minority undergraduates enrolled: 29.6% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 40.7% for minorities (**MFR Objective 2.3**).

Frostburg’s second-year retention rate for undergraduates also decreased (from 76.7% in 2019 to 73.3% in 2020, **MFR Objective 2.1**), as did the second-year retention rates for African-American students (from 76.4% in 2019 to 71.2% in 2020, **MFR Objective 2.4**) and for all minorities (from 73.9% to 71.3%, **MFR Objective 2.6**). Conversely, the six-year graduation rate of undergraduates rose from 58.1% for 2019 to 59.2% for 2020, **MFR Objective 2.1**), as did both the six-year graduation rates for African-Americans (from 55.6% to 58.8%, **MFR Objective 2.5**) and for all minorities (from 55.7% to 57.6%, **MFR Objective 2.7**) over the same time period.

**Recent Hires**

In June 2020, the university hired an Assistant to the President, whose primary responsibilities include assisting the Interim Provost and other Academic Affairs leadership on various academic initiatives. Additionally, this position will assume a larger role with regard to adult learning and graduate studies, will focus on identifying additional sources of revenue through academic programming involving international students and working adults, and will identify opportunities to develop agreements within the state and region to attract working adults to further their education.

In August 2020, the university appointed an Assistant Vice President for Student Affairs, whose responsibilities include planning training in recognizing and addressing bias, working with the University Council of Diversity, Equity, and Inclusion to plan related programs for the larger campus community that continue to foster respect and dignity for all diverse communities at Frostburg.

**Persistence Efforts**

Over the reporting period, the Portfolium social networking platform was piloted with all students and instructors in Introduction to Higher Education courses. Additionally, a student in the President’s Leadership Circle joined a small group of juniors and seniors, who also participated in this pilot, and a webinar was hosted by Portfolium in October 2019. Frostburg has also purchased 500 hours of NetTutor, an on-line tutoring system with live support available to student 24/7, when needed.

Established in the fall of 2018, the Excellence in Academic Advising (EAA) project’s taskforce completed a comprehensive advising self-study in 2019 following a process designed by the Global Community for Academic Advising and the Gardner Institute for Excellence in Undergraduate Education. Final recommendations from the self-study were presented to the campus in November 2019, and an action plan for improving academic advising was developed in the spring of 2020. The following action plan items have been completed as of September 2020: approval of institutional mission and goals for academic advising, identifying a new model for academic advising at FSU, reactivating the Academic Advising Council, and returning the Center for Academic Advising and Retention to the Academic Affairs Division.

**Goal 3: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

**Cultural Diversity of Faculty and Staff**

One of FSU’s fundamental goals is to increase the diversity of its faculty and staff through the initiatives and strategies contained in its Cultural Diversity Program (**MSP Strategies 9 and 11**). Over the reporting period, Frostburg experienced a slight decline in the percentage of African-American faculty (from 4.6% in 2019 to 4.2% in 2020), while the percentage of female faculty increased from 42.4% for 2019 to 43.7% in 2020, continuing to meet the benchmarked goal (**MFR Objective 3.1**).

In January 2020, the university hired a new Vice President for Student Affairs, who has established several new initiatives, including assembling an informal group of African-American faculty and staff to discuss ways to bring more African-American faculty and staff to FSU and how the university can better support new minority hires.

**Goal 4: Enhance facilities and the campus environment in order to support and reinforce student learning.**

Frostburg recognizes its responsibility to provide the infrastructure necessary for modern modalities of instruction and applied learning experiences (**MSP Strategy 6**) in order to promote an environment for high quality teaching, learning, scholarship, and co-curricular programming. The amount of funding spent on facilities decreased over the reporting period, from 2.6% in 2019 to 1.8% in 2020 (**MFR Objective 4.1**). The university also expects to meet its goal in FY 2020 of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**), but cannot confirm these data until the USM Effectiveness and Efficiency reporting is completed in late October 2020.

Construction of the new 320-bed new residence hall began in spring 2020, and the building is on schedule to open for the fall 2020 semester. Also over the reporting period, the Education and Health Sciences Building held a groundbreaking in August 2020 and is on schedule for completion by the fall of 2022 (**MSP Strategy 6**).

**Goal 5: Promote economic development in Western Maryland and the region.**

Expanding outreach and engagement into the surrounding region has historically been a key goal for Frostburg. Under the direction of the Vice President for Regional Development and Engagement (RDE), the number of economic development initiatives at FSU (**MFR Objective 5.3**) are expected to increase from seven (2020), as the Office of RDE works toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development.

One prospective initiative is the Western Maryland Advanced Technology Center, which will help to create several partnerships and attract multiple private-sector companies and organizations to the region. A feasibility and operations plan that was recently completed in response to an Allegany County Request for Proposal outlines numerous opportunities available to FSU and the region. One opportunity in the green industry and waste-to-value sectors of the economy is a burgeoning FSU partnership with an ultra-low carbon, green cement manufacturer to establish an on-campus global center of excellence. Another engagement initiative involves several cutting-edge sustainability companies, including clean and renewable energy companies, as well as a waste to high-value sustainable recycling company (**MSP Strategies 8, 10, and 11**).

**Goal 6: Promote activities that demonstrate FSU’s educational distinction.**

**Division II**

In February 2020, FSU completed an NCAA onsite visit as part of its process in moving to Division II. The team of three NCAA visitors were very complimentary regarding the university’s progress in this transition. Regardless of its student-athletes’ spring 2020 season being cut short due to COVID-19, Frostburg was approved for its second year of provision NCAA Division II membership. As the university continues to review plans with its conference and act according to guidelines from the state and USM, it has decided to delay announcements on season plans.

**Other Activities**

In September 2019, a faculty committee held an information session regarding progress toward reviewing and re-envisioning the university’s General Education Program, including continued emphases on knowledge acquisition and learning critical skills in oral and written communication, as well as different types of critical thinking and reasoning.

In October 2019, Frostburg joined the International Center for Academic Integrity and began working toward obtaining certification from that organization. The International Center for Academic Integrity (ICAI) was founded to combat cheating, plagiarism, and academic dishonesty in higher education.

In February 2020, Frostburg became part of a comprehensive coalition established by USM whose goal is collaborating to improve and commonize business processes. The coalition consists of FSU, Bowie, Salisbury, Coppin, University of Baltimore (UB) and University of Maryland Eastern Shore (UMES). USM-sponsored initial meetings of the Vice Presidents of Administration and Finance and the Chief Information Officers of each institution were held to explore opportunities for collaboration. In February 2020, each institution hosted the Tambellini Group, who provides assistance in the assessment of finance and human resource areas.

In the spring of 2020, the Institutional Priorities and Resources Committee was charged with articulating a plan of action to increase enrollment and degree production for programs that meet the MHEC Definition of Low-Degree Productivity. This process will provide a mechanism for program coordinators to work in a collaborative and productive manner with faculty colleagues and university administrators via shared governance to explore how low-enrollment/low-degree programs may be revised and/or assisted to attract more students.