

FROSTBURG STATE UNIVERSITY
2024 Institutional Performance Accountability Report
September 2024

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.

In line with the *2022 Maryland State Plan for Higher Education (MSP)*, Frostburg State University provides engaging student opportunities that help to meet regional and local workforce needs as well as promote institutional successes and contributions at the state and national levels (**MSP Priority 4**). The university's initiatives and programs in the STEM disciplines and teacher education continue to reinforce statewide strategies.

STEM Initiatives and Programs

The number of undergraduates enrolled in STEM programs decreased slightly over the reporting period (from 472 in 2023 to 466 in 2024), as did the number of STEM-program graduates (111 in 2023 to 106 in 2024). However, these slight declines suggest FSU's STEM programs have begun to reverse post-pandemic trends. Frostburg expects these performance measures to increase significantly in the future as new and continuing STEM programs attract an increasing number of students.

Enrollment in the RN to BSN program remained stable over the reporting period (325 students in 2023 and 326 in 2024), as did the number of nursing program graduates (107 for both 2023 and 2024 - **MFR Objective 1.3**). Student enrollment in Frostburg's Master of Science in Nursing program grew slightly over the reporting period (from 96 in 2023 to 99 in 2024, **MSP Strategies 4 and 6**).

In June 2024, Frostburg's Department of Nursing was awarded a Maryland Higher Education Commission Nurse Support Program II grant in the amount of \$2,150,127 over four years to expand the LPN to BSN program through additional nursing faculty and support staff. Implemented in 2023, FSU's online LPN to BSN program is designed specifically for working adult learners interested in advancing their healthcare knowledge. The program exposes students to expanded job opportunities in leadership roles or careers in specialized care areas. The LPN to BSN initiative not only highlights Frostburg's commitment to developing a skilled and dynamic

workforce, but also exemplifies the university's continuing commitment to innovation, growth, and opportunity within the community.

Frostburg's multi-year implementation grant was one of nine nursing programs to receive funding as part of Governor Moore's \$5.8 million awards package to address the nursing shortage in Maryland. The grants allow for new and innovative ideas that will continue to develop and expand health care opportunities in Maryland, which will positively impact the workforce and the state's economy.

Frostburg State University and the West Virginia School of Pharmacy entered into a partnership in April 2024 to allow students to earn their Bachelor of Science degree in chemistry from FSU and their Doctor of Pharmacy degree from WVU in just seven years. This dual-degree program is a cooperative undergraduate/graduate opportunity to attract qualified students to both institutions. This new agreement greatly benefits students by saving them time and resources to earn their B.S. degree from FSU and their advanced pharmacy degree from WVU.

Additionally, Frostburg and the West Virginia School of Osteopathic Medicine (WVSOM) established a partnership in the fall of 2023 to provide skills and credentials necessary for admission to and success in osteopathic medical school through the WVSOM Pre-Osteopathic Medicine Program (POMP). In September 2024, four FSU undergraduate students received notification that they were accepted into this program.

The goal of POMP at WVSOM is to promote osteopathic medicine, increase the number of applicants, and support aspiring osteopathic physicians at all levels of education. Students who successfully complete all program requirements receive guaranteed acceptance to WVSOM. This partnership illustrates the continuing evolution of FSU and WVSOM responding to regional workforce needs and encouraging talented students to stay in their communities.

Education

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**). Over the reporting period, 347 students were enrolled in undergraduate teacher education and Master of Arts in Teaching (MAT) post-baccalaureate programs. Enrollment in this area has declined since 2018, as have the number of candidates who successfully complete teacher training (from 110 in 2023 to 105 in 2024, **MFR Objective 1.2**); however, declines in these performance measures were significantly less over the reporting period. Another important performance measure - the pass rates for undergraduate and MAT post-baccalaureate students on the PRAXIS II exam - increased over the reporting period, from 66% in 2023 to 79% in 2024.

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 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: 20.7% of the total undergraduate population for African Americans (**MFR Objective 2.2**) and 32.2% for all minorities (**MFR Objective 2.3**).

Frostburg's second-year retention rate for all undergraduates increased slightly over the reporting period (from 77.5% for 2023 to 78.1% for 2024, **MFR Objective 2.1**). Over the same time period, the second-year retention rates decreased for African American students (from 75.0% in 2023 to 71.5% in 2024, **MFR Objective 2.4**), as did retention of all minorities (from 75.2% to 73.8%, **MFR Objective 2.6**).

While the six-year graduation rate of all undergraduates remained stable over the reporting period (from 59.9% for 2023 to 59.8% for 2024, **MFR Objective 2.1**), this performance measure increased for both African Americans (from 55.1% to 57.8%, **MFR Objective 2.5**) and for all minorities (from 53.6% to 54.3%, **MFR Objective 2.7**).

Online Program Management

A partnership between the Educational Advisory Board (EAB), a national organization designed to support higher education, and Frostburg was formed in November 2023 to increase enrollment and revenue in FSU's online programs to support the mission and strategic vision for the future of the university. As part of this partnership, Frostburg has chosen to target the market segment of working adults that may have earned some college credit hours but did not earn a degree. The university would also like to expand its reach within the market segment of working adults/professionals who seek advanced degrees at the graduate level. To this end, EAB and FSU are working collaboratively to develop and implement an innovative blueprint for adult enrollment growth through best practice research to include the following:

- Building a prospect pool with advantaged audience generation; direct access to a proprietary consumer database; and channels that deliver high-intent, best fit students.
- Driving enrollment results with choreographed, responsive marketing to keep pace with shifting student behavior and trends in the graduate and adult learner market.
- Developing a nimble, forward-thinking growth strategy based on best practice research, guided by a team of EAB experts.
- Illuminating the student journey and fueling each decision with micro and macro insights derived from digital body language, proprietary data sets, and predictive analytics.

Over the reporting period, the EAB met regularly with FSU deans, program coordinators and directors, key leadership positions in the Office of the Provost, IT, Admissions, and the Office of Marketing and Communications to develop the necessary marketing and recruiting materials to launch this effort in April 2024. It has indicated that the estimated new enrollment impact of the partnership to be 300 students beginning in the fall of 2026.

In conjunction with USM sister institutions, Frostburg was awarded Department of Education (DOE) FIPSE (Fund for the Improvement in Post-Secondary Education) Student Success grant monies in February 2024 to provide increased peer mentoring support for its students. The university is proud to be a member of the recently awarded grant, entitled *Advising, Belonging, and Coaching* (ABCs), and has used monies to strengthening advising efforts, providing additional support for struggling students. An additional retention strategy is FSU's Financial Aid Office hosting FAFSA student finance workshops to answer questions regarding recent changes to the financial aid and scholarship process.

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 increasing 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 decreases in the percentage of African American faculty (from 4.0% in 2023 to 3.8% in 2024) and the percentage of female faculty (from 48.0% for 2023 to 46.2% in 2024, **MFR Objective 3.1**).

Frostburg's Human Resources provides guidance regarding conducting ethical searches, which includes avoiding prior internet searches of each candidate to prevent unintended biases when reviewing applicant qualifications. As such, the university strives to promote equal opportunity for candidates to apply in the manner, scope, and reach for which the university advertises positions. Standard language is included in all searches that is stipulated by federal and state guidelines related to equal employment opportunity.

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 appropriate environment for high quality teaching, learning, scholarship, and co-curricular programming. The university's progress toward reaching its goal of maintaining a 2% rate of operating budget reallocation (**MFR Objective 4.1**) cannot be confirmed until USM Effectiveness and Efficiency reporting is completed in late October 2024 (**MSP Strategy 6**).

In April 2024, Maryland's Governor visited Frostburg State University for the dedication and ribbon cutting for the new Education and Health Sciences Center (EHSC). The EHSC houses the FSU College of Education and Health & Natural Sciences, along with the disciplines of

Kinesiology, Education, Nursing, and the Health Sciences. Teaching laboratories for science, mathematics, technology, health sciences, and nursing are located within the new building, including nursing simulation laboratories. The building is also home to the Student Health Center and Student Counseling Center, which provide FSU students with modern healthcare services in a first-class wellness center, and the Children's Literature Centre.

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. The number of economic development initiatives at FSU (**MFR Objective 5.3**) remained the same over the reporting period (24 in both 2023 and 2024). The Division of Regional Economic Development (RDE) continues to work toward integrating university resources with regional partners to help communities and companies remain competitive and meet the challenges of economic and community development (**MSP Strategies 8, 10, and 11**).

Established in September of 2024, the Outdoor Recreation Economy Institute (FOREI) is collaboratively led by FSU to empower communities and foster economic growth by leveraging the region's natural beauty. In collaboration with the Greater Cumberland Committee (TGCC), Frostburg's RDE raised \$1.4 million to support FOREI's creation from the Appalachian Regional Commission and the Rural Maryland Council. The FOREI's mission is to leverage Mountain Maryland's world class outdoor recreation assets with the academic and entrepreneurial strength of FSU and its academic partners to provide research, education, and training to unlock the potential of the outdoor recreation industry. It also serves as a regional hub to coordinate and lead economic and community development; support outdoor economy focused education; train the regional workforce to fill the needs of the outdoor recreation economy; foster academic research; and catalyze entrepreneurialism and business development in the outdoor recreation sector.

In early 2024, the FSU and TGCC Partnership Advisory Committee was created to guide the further development and measurement of this public-private partnership. The TGCC is a 501(c)3 non-profit focused on convening, educating, and catalyzing meaningful and sustainable economic development projects of regional relevance within the tri-state, five-county footprint of Allegany and Garrett Counties in Maryland, Somerset and Bedford Counties in Pennsylvania, and Mineral County in West Virginia. The TGCC's mission, aligned with that of RDE's, is to become a cohesive, thriving, growing region that is strategically aligned and integrated in its efforts to create and foster sustainable economic prosperity. The goal of this Advisory Committee is to formalize a shared vision and goals between the two organizations and create measurable objectives and outcomes to determine its success. Frostburg's current Acting Vice President of RDE also serves as TGCC's Executive Director.

To date, the two organizations working together have produced initiatives important to TGCC, FSU, and the entire region - including creation of the I-68 Regional Alliance; the Tri-State Communities of Excellence Initiative; the effort to increase the availability of market-rate housing in the region; a concerted focus on building-out the outdoor recreation economy; a focus on growing the region's renewable energy sector, including solar and woody biomass energy; and other regional collaborations working to advance the greater good of the tri-state region. This important partnership will more fully expand and converge the level of collaboration,

cohesion, and activities between education, industry, and other key organizations within the region.

In June 2024, Frostburg was awarded a \$125,000 grant by the Appalachian Regional Commission to create a regional community media center. The center, located on Frostburg's main campus, will be a creative space for community members to learn digital content creation techniques, rent equipment, utilize facilities for audio and video production, and for meeting space among local and regional partners. It will provide regional community members, businesses, non-profits, and governmental agencies with the skills and equipment necessary to create content that will help them grow and support their businesses, garner community support, and network with current and future stakeholders. In addition, the center and its offerings will provide next-level experiential learning opportunities to current and future emerging media students that will further help them develop highly sought after and marketable skills. Sessions will be taught by FSU faculty, staff, and students on topics to include message development, content creation (including audio recording and editing and video capturing and editing), social media analytics, and distribution methods to better target desired audiences. This expanded community and regional partnership through the creation of a regional community media center is a two-year project that began in summer 2024. Grant funds will be used to purchase equipment, including a new media server for increased storage, video cameras and necessary peripherals, and to cover other expenses associated with training.

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

In February 2024, Frostburg State University was ranked among the Best Online Master's Programs in Maryland by Online Masters Colleges (OMC), a prominent, trusted source for students seeking valuable resources on online higher education degree programs. The Best Online Master's Programs in Maryland award recognizes FSU for the outstanding online master's degree programs it provides to its students based on OMC's comprehensive, rigorous evaluation process, which assesses universities on multiple factors such as graduation and retention rates, affordability, and program accreditation. The OMC thoroughly researches and compiles insightful education and career material to help students choose the best degree program, university, and profession. Its rankings evaluate accredited universities on several factors such as affordability, graduation and retention rates, available online programs, and student support services.

As part of an ongoing effort to create a sustainable, decarbonized campus, FSU received \$300,000 in June 2024 from the United States Department of Agriculture's Wood Innovations Grant program. This grant will allow the university to create an implementation-ready design for woody biomass heating on campus, replacing an aging set of oil-fired boilers. Biomass heating is only the latest addition to Frostburg's expansive plans to reduce its carbon footprint – including microgrids, solar installations, EV charging, and advanced heating and cooling systems. The wood fuel used by biomass boilers is locally sourced and abundant, reaffirming FSU's commitment to supporting a sustainable regional economy. The Maryland Clean Energy Center (MCEC) supported the application process for this grant as part of MCEC's ongoing partnership with Frostburg. MCEC likewise participated in previous educational events and feasibility studies that contributed to the university's renewable energy transition.

Campus Response to Questions Raised by the Commission

- 1. In reviewing your institutional metrics regarding completion, what specific initiatives is your institution implementing to increase completion rates? Please provide a brief narrative on their impact of those initiatives on completion rates.*

Frostburg State University is in the third year of implementation of the dual advising model - an action item of the Excellence in Academic Advising (EAA) self-study, completed in 2020. Students are assigned both a Faculty Mentor from within the academic department of their major as well as a University Advisor (professional advisor) from within the Center for Academic Advising and Retention (CAAR). Operating from a holistic support framework, the five University Advisors prioritize face-to-face contact, completing over 1,500 appointments in fall 2023. Over 98% of advisees agree or strongly agree that their University Advisor serves as an important resource - and increase from 72% in fall 2021, the first semester of the new model.

In Fall 2022, CAAR University Advisors implemented a new intervention for first-year students on academic probation. The program consists of a required introductory meeting, completion of an academic recovery plan, bi-weekly, one-on-one meetings with assigned University Advisor, and academic alert/midterm warning interventions. New to spring 2023 were transcript audits by advisors to recommend course repeats/schedule changes to increase likelihood of meeting satisfactory academic progress and clearing probation. In spring 2023, the compliance rate of the FY 2022 cohort (100 students) improved by 17% from the previous year's cohort (from 43% in the first program iteration to 60% in the second intervention offering). Compliant students persisted at much higher rates two semesters post-intervention - 63% compared to 31% persistence rates.

FSU launched EAB's Navigate student success platform in August 2022, which allows for more targeted outreach and case management with students. Almost 95% of the 758 students who used Navigate to schedule advising appointments persisted from Fall 2022 to Spring 2023 as compared to an 81% persistence rate of all FSU students. In its second iteration, Navigate's Academic Alert system yielded an increase of faculty utilization and a protocol was developed to respond to alerts that rise to the level of significant concern. In Fall 2022, 139 cases were created, and in Fall 2023, 304 cases were created. Case closures make a difference with retention, with 58% of students with successful case closure retained or graduated to Fall 2023, as opposed to 19% retained or graduated to Fall 2022.

- 2. Does your institution have specific goals regarding the success of transfer students? How have those goals been identified and how are they measured?*

Frostburg is committed to maximizing the transfer credit awarded to students, in accordance with the Transfer with Success Act. Software is being purchased to streamline the transfer credit evaluation process and generate faster reviews for students. The university's new Transfer and Articulation Coordinator brings to the position decades of professional relationships and can work effectively with faculty and community colleges to improve the transfer experience for students.

The university also established a new Transfer Committee, led by the Student Government Association. The committee will focus specifically on the needs of transfer students, with a goal of increasing campus engagement and student inclusion. The committee will include students, faculty, and staff working to improve the overall transfer student experience.

3. *In reviewing your institutional metrics regarding equity gaps (in either access or completion), what is the biggest challenge your institution faces as it attempts to eliminate those gaps?*

Frostburg's biggest challenge as it works toward eliminating equity gaps is the retention and rates of minority students, most specifically African American students. Over the reporting period, the second-year retention rates decreased for African American students (from 75.0% in 2023 to 71.5% in 2024) and all minorities (from 75.2% to 73.8%).

4. *How does your institution ensure that graduates leave with employable skills? What kind of opportunities do you provide (i.e. internships, co-op programs, practicums, professional development workshops, industry partnerships and advisory boards, and career counseling and advising services)?*

Frostburg is dedicated to supporting students toward completion of their academic goals, including providing opportunities to prepare for a meaningful career. As such, each academic degree program provides a high impact integrative experience for students through internships, field placement, student teaching, clinical experiences, advanced research, or a capstone project. Oversight for these credit-bearing experiences is provided by a faculty coordinator for each academic department.

The university's Career and Professional Development Center serves as the primary resource for career development, preparation, and connections. Along with providing career counseling, advising, and exploration, the center coordinates workshops, classroom presentations, collaborative seminars, and individual appointments, reaching approximately 50% of the student population each academic year. These sessions specifically focus on the eight Pillars of Career Readiness, as stipulated by the National Association of Colleges and Employers. Additionally, the Career and Professional Development Center offers a one-credit Introduction to Career and Professional Development course each semester, as well as credit-bearing internship experiences with the Disney College Program and The Washington Center.

The Career and Professional Development Center coordinates six Career and Internship Fairs each academic year to directly connect students with employers, utilizing Handshake as the CRM to connect students locally, regionally, and nationally. The Center also collects career data using Handshake's First Destination survey, which indicates that 79% of FSU students are employed regionally, with healthcare (14%) and education (13%) being the largest sectors. Top regional employers include Allegany, Washington, and Frederick County Public Schools; Northrop-Grumman; IBM; WVU Medicine; PNC Financial Services; UPMC Western Maryland; and the Maryland State Police.

5. Please use the template below and provide a comprehensive list of current and forthcoming **federal grants** awarded to your institution that are **specifically focused on student success**. For example, grants that allow for specialized scholarships (e.g., S-STEM), grants that support initiatives to enhance the curriculum (e.g., Ideas Lab), grants that support faculty development in pedagogy (e.g., Institutes for Higher Education Faculty), grants that improve academic achievement, grants that address achievement gaps, etc. In the list please include the funder, the grant name, the name of the project, the award amount, and the start/end dates of the project.

Funder Name (e.g. National Science Foundation, Institute of Education Science)	Grant Name	Funded Project Name	Award		
			Amount	Start Date	End Date
U.S. Department of Education	Teacher Quality Enhancement Grants for State and Partnerships	Maryland Accelerates (MA): Teacher-Leader Residency for Inclusive Excellence	4,018,486	10/1/2019	9/30/2024
U.S. Department of Education	TRIO - Student Support Services	Student Support Services Program	1,927,992	9/1/2020	8/31/2025
U.S. Department of Education	TRIO - Upward Bound	Frostburg State University Upward Bound	2,365,845	9/1/2022	8/31/2027
U.S. Department of Education	Teacher Quality Enhancement Grants for State and Partnerships	Frostburg State University REACH Project	3,215,031	10/1/2022	9/30/2027
U.S. Department of Education	TRIO - Upward Bound	The Frostburg State University Upward Bound Math & Science Program	1,804,690	10/1/2022	9/30/2027
U.S. Department of Education	Fund for the Improvement of Postsecondary Education	Frostburg State University Maryland Accelerates Program	500,000	6/1/2023	5/31/2026
Appalachian Regional Commission	Appalachian Area Development	Master of Environmental Management in Sustainability	20,000	7/1/2024	6/30/2025

USM - Frostburg State University

MISSION

Frostburg State University (FSU) 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.

VISION

Frostburg State University will be recognized as a student-centered teaching and learning institution. The University will be known nationally for its emphasis on experiential education, its commitment to sustainability, and for the quality of its graduates as critical thinkers, life-long learners, and technologically competent global citizens.

KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

Goal 1. Address Statewide and regional workforce needs by preparing a changing student population for an era of complexity and globalization.

- Obj. 1.1** Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 169 in 2019 to 190 in 2024.
- Obj. 1.2** Increase the number of teacher education graduates above the 2019 level of 105 by 2024.
- Obj. 1.3** Increase the number of baccalaureate-level nursing graduates from 160 in 2019 to above 180 by 2024.
- Obj. 1.4** Through 2024, maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2019 level of 10,157.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Number of undergraduates enrolled in STEM programs	716	631	535	472	466	500	550
Number of graduates of STEM programs (annually)	151	131	131	111	106	125	150
Number of undergraduates and Master of Arts (MAT) post-bachelors enrolled in teacher education	479	437	437	389	347	350	350
Number of undergraduates and MAT post-bachelors completing teacher training	102	83	108	110	105	110	110
Pass rates for undergraduates and MAT post-bachelors on Praxis II exam	98%	87%	67%	66%	79%	85%	90%
Number of undergraduates enrolled in Nursing (RN to BSN) program	438	424	384	325	326	386	447
Number of graduates of the Nursing (RN to BSN) program	142	139	139	107	107	139	171
Number of Nursing (RN to BSN) program graduates employed in Maryland	128	128	125	96	96	96	96
Number of annual off-campus course enrollments	11,799	22,335	14,291	13,641	11,696	11,800	12,000

USM - Frostburg State University

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.

Obj. 2.1 Increase the second-year retention rate of all undergraduates from 76.7 percent in 2019 to 78.0 percent in 2024 and the six-year graduation rate from 58.1 percent in 2019 to 60.0 percent in 2024.

Obj. 2.2 By 2024, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2019 level of 31.2 percent.

Obj. 2.3 By 2024, sustain the percentage of minority undergraduates at a level equal to or greater than the 2019 level of 42.5 percent.

Obj. 2.4 Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2019 level of 80 percent.

Obj. 2.5 Attain and preserve a six-year graduation rate of African-American students at 55.6 percent through 2024.

Obj. 2.6 Increase the second-year retention rate of minority students from 73.9 percent in 2019 to 75.0 percent in 2024.

Obj. 2.7 Realize and maintain a six-year graduation rate for minority students of 58 percent through 2024.

Obj. 2.8 Maintain the approximate percentage of economically disadvantaged students at 61 percent through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Second-year retention rate at FSU all students	73.3%	73.6%	73.6%	77.5%	78.1%	78.1%	78.1%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	59.2%	61.0%	60.7%	59.9%	59.8%	58.0%	60.0%
Percent African-American (Fall undergraduate in fiscal year)	29.6%	28.8%	27.0%	23.6%	20.7%	25.0%	31.2%
Percent minority (Fall undergraduate in fiscal year)	40.7%	40.2%	38.6%	36.1%	32.2%	36.0%	42.5%
Second year retention rate at FSU for African-American students	71.2%	69.6%	70.3%	75.0%	71.5%	75.0%	80.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	58.8%	64.3%	58.9%	55.1%	57.8%	58.0%	58.0%
Second-year retention rate at FSU for minority students	71.3%	70.4%	69.8%	75.2%	73.8%	74.0%	75.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	57.6%	62.4%	57.9%	53.6%	54.3%	56.0%	58.0%
Percent of economically disadvantaged students	61.4%	60.0%	61.8%	58.0%	58.5%	60.0%	61.0%

USM - Frostburg State University

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

- Obj. 3.1** Attain greater faculty diversity: women from 42 percent in 2019 to 44 percent in 2024; African-Americans from 4.6 percent in 2019 to 5.0 percent in 2024.
- Obj. 3.2** Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 11 in 2019 to 12 by 2024.
- Obj. 3.3** By the 2024 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2017 level of 91 percent.
- Obj. 3.4** By the 2024 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2017 level of 100 percent.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Faculty diversity: Women (full-time faculty)	43.7%	45.6%	48.7%	48.0%	46.2%	48.0%	49.0%
African-American (full-time faculty)	4.2%	5.0%	4.3%	4.0%	3.8%	4.5%	5.0%
Achievement of professional accreditation by program	11	11	11	11	11	11	11
Satisfaction with education for work (triennial survey)	88%	N/A	N/A	75%	N/A	N/A	90%
Satisfaction with education for graduate or professional school (triennial survey)	93%	N/A	N/A	83%	N/A	N/A	90%

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

- Obj. 4.1** Maintain effective use of resources through 2024 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of the operating budget for reallocation to priorities.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
¹ Percent of replacement cost expended on facility renewal	1.8%	2.3%	1.3%	5.4%	TBD	TBD	TBD
² Rate of operating budget reallocation	4%	2%	4%	2%	1%	0%	1%

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

- Obj. 5.1** Increase the percentage of graduates employed one year out from 96 percent in survey year 2017 to 97 percent in survey year 2024.
- Obj. 5.2** Prepare graduates to obtain higher initial median salaries from \$41,241 in 2017 to \$42,500 in 2024.
- Obj. 5.3** Sustain or increase the number of economic development initiatives established in 2019 (7) through 2024.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Headcount enrollment (Fall total in fiscal year)	5,178	4,858	4,449	4,068	4,075	4,250	4,500
Number of graduates with a bachelor's degree	967	1,023	928	728	817	850	900
Number of graduates working in Maryland (triennial survey)	674	N/A	N/A	519	N/A	N/A	689
Percent of graduates employed one year out (triennial survey)	87%	N/A	N/A	90%	N/A	N/A	97%
Median salary of graduates (triennial survey)	\$40,750	N/A	N/A	\$47,500	N/A	N/A	\$50,000
Number of initiatives	7	7	11	24	24	24	24

USM - Frostburg State University

Goal 6. Promote activities that demonstrate the University's educational distinction.

Obj. 6.1 Through 2024, continue participation in the system campaign goal.

Obj. 6.2 Increase students' involvement in community outreach from 4,506 in 2019 to 4,600 in 2024.

Obj. 6.3 Increase the number of faculty awards from 19 in 2019 to 20 in 2024.

Obj. 6.4 Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2024.

Obj. 6.5 Through fiscal year 2024, sustain the number of days spent in public service per FTE Faculty to at least 10.2 as recorded in fiscal year 2019.

Performance Measures	2020 Act.	2021 Act.	2022 Act.	2023 Act.	2024 Act.	2025 Est.	2026 Est.
Funds raised in annual giving (\$ millions)	\$1.8	\$3.0	\$3.8	\$4.7	\$5.3	\$4.3	\$4.7
Number of students involved in community outreach	1,923	2,248	2,282	3,245	975	1,100	1,200
Number of faculty awards	16	17	14	14	17	18	18
Course units taught by FTE core faculty	7.4	7.3	7.4	7.3	7.3	7.3	7.3
Days of public service per FTE faculty	9.4	8.9	6.0	6.4	6.8	7.0	8.0

NOTES

¹ 2023 actual is based on new replacement values calculations starting in FY 2020.

² Data for FY 2023, FY 2024, and FY 2025 unavailable until October 2024.