

FROSTBURG STATE UNIVERSITY

INSTITUTIONAL ASSESSMENT

Goal 1: Serve as a catalyst for economic development in western Maryland and in the region.

Regional economic development is one of Frostburg State University's (FSU) top priorities. The University works closely with the City of Frostburg, Allegany County, and the State of Maryland to promote economic development in western Maryland, while also serving as a major regional employer. Shortly after beginning his tenure as president of the University in August of 2006, Dr. Jonathan Gibraltar strengthened the University's economic development efforts by appointing a Vice President for Economic Development and Government Relations. The duties of the newly created position include working with state and regional economic development agencies in their efforts to leverage the University's resources to support economic growth and change in western Maryland.

As highlighted in the *2004 Maryland State Plan for Postsecondary Education (MSP Goal 5)*, the state is a recognized national leader in business incubation. Frostburg State University contributes to this recognition with the success of the Tawes Science/Technology Business Incubator (Tawes Incubator) on the University campus. The Tawes Incubator, which was established in 2004 to increase the number of technology-related businesses in the county, added two new private firms in 2007. The University saw the number of businesses housed in the incubator increase from three in 2005 to six in 2007 (**MFR Objective 1.1**), and is pleased to have graduated its first incubator company in 2006 to an area industrial park. Frostburg State University is a member of the National Business Incubation Association (NBIA) and the Maryland National Business Incubation Association.

The University is also participating in a cooperative venture with Allegany County and the State of Maryland in the building of the Allegany Business Center at Frostburg State University (ABC@FSU). The new business center is expected to draw companies to the area and to provide a home for the growing businesses currently located in the Tawes Incubator. Site work recently began on the twelve-acre property and completion of the 50,000 square-foot building is anticipated by the end of the 2007 calendar year.

The advancement of research, in which Maryland's universities and colleges play a significant role (**MSP Goal 5**), is critical to the state's present and future economic growth and vitality. Focusing on the use of alternative sources of energy in western Maryland, the FSU Department of Physics and Engineering is developing a residential solar and wind powered demonstration system to generate electricity for use on campus. The demonstration system, made possible with the help of a grant from the Maryland Energy Administration (MEA), will enable the University to study the efficiency of solar and wind energy in western Maryland as well as the role that alternative energy sources can play in the economic development of the region.

Goal 2: Meet critical workforce needs in the region and the state.

Frostburg State University continues to expand its training of students in the fields of information technology and education (**MSP Goal 5**). The University's programs in information technology (computer science, graphic design, mapping sciences, and pre-engineering) and teacher education are recognized for their high quality by outside funding agencies and professional accrediting organizations.

Information Technology

The University realized a six percent increase in the number of undergraduates enrolled in information technology programs between 2006 and 2007 (from 331 in 2006 to 351 in 2007 - **MFR Objective 2.1**). The University has put into place a number of new initiatives to help increase information technology enrollments. Beginning in fall 2007, Computer Science majors at FSU can complete a concentration in networking, a specialization that is in high industry demand. And a new Multi-Media/Graphic Design Computer Laboratory, funded in part by a 2006 grant from the Appalachian Regional Commission, will provide FSU students with greater access to leading-edge technology and training to better meet industry and workforce demands within the graphic design and multimedia fields.

The planned construction of the University's Center for Communications and Information Technology (CCIT) will house programs in computer science, mass communication, mathematics, and graphic design. The Center will better position FSU to attract students to meet emerging education and career opportunities in technology-based disciplines. The University has submitted program documents for the new CCIT building to the University System of Maryland and the Maryland Department of Budget and Management.

Education

The teacher education programs at Frostburg State University provide the knowledge, skills, and dispositions necessary to help students become effective, quality educators. The College of Education teacher programs are nationally recognized by the National Council for Accreditation of Teacher Education (NCATE) and approved by the Maryland State Department of Education (MSDE - see MFR Objective 5.1 below).

In 2007 the University experienced a decline in the number of initial certification students enrolled in the undergraduate teacher education and Master of Arts in Teaching programs (from 670 in 2006 to 573 in 2007 - **MFR Objective 2.2**). During the same time frame, however, the PRAXIS II pass rates for education students increased to a four-year high of 99%, evidence that FSU ensures that its education graduates are knowledgeable about what they teach (**MSP Goal 4**).

The number of Frostburg State University education graduates teaching in Maryland schools increased in this reporting year (82 in 2005 to 102 in 2006 - **MFR Objective 2.2**). In an effort to provide more certified teachers for Maryland schools (**MSP Goal 4**), the University has expanded the number of teacher program options available to students. Beginning in the fall of

Submitted June 2007

2007, individuals attending the University System of Maryland at Hagerstown (USMH) will be eligible to complete a B.S. in Early Childhood/Elementary Education, which is currently only available at the FSU campus. Additionally, an Alternative Certification program, in partnership with Frederick and Washington Counties, will be available in the areas of Secondary Science and Mathematics teacher preparation. This program will help conditional certification teachers obtain professional certification.

Goal 3: Provide access to higher education for residents of Maryland and the region.

Undergraduate Enrollment

Commensurate with the *2004 Maryland State Plan for Postsecondary Education (MSP Goal 2)*, Frostburg State University continues to provide the citizens of Maryland and of the surrounding region access to affordable higher education that is learner-centered and designed to meet the needs of students who will live and work in the twenty-first century. While primarily educating residential students at its Frostburg campus, the University also offers degree programs for nontraditional students at the University System of Maryland (USM) at Hagerstown and other locations in the state. The University's rapidly expanding online education program is highly popular among FSU students as well as non-FSU students who attend school in January or in the summer by enrolling in the University's online courses.

While the University saw an increase in the number of bachelor's degrees awarded in 2006 (from 834 in FY 2005 to 849 in FY 2006), enrollment declined during the same time period from 5,327 in FY 2005 to 5,041 in FY 2006 (**MFR Objective 3.1**). Enrollments continued to decline into FY 2007 to 4,910.

In an effort to increase student enrollment at the University, President Gibraltar formed a campus-wide Enrollment Management Committee in August of 2006. Chaired by Dr. Gibraltar, the committee brings together faculty and staff to devise and implement strategies to attract a larger number of qualified students to FSU. Actions recommended by the committee and adopted by the University include revising FSU admission procedures, expanding scholarship efforts, restructuring two-year enrollment targets, working with community colleges to increase recruitment of transfer students, and marketing FSU online summer school courses throughout the State of Maryland. To help lead the University's strategy to revitalize student recruitment, a new Associate Vice President for Enrollment Management was named in March of 2007.

Recent efforts to increase student enrollment at the University also include the formation of a University Marketing and Branding Task Force. The task force, also created by Dr. Gibraltar in August of 2006, includes students, faculty, staff, alumni, and a member of the USM Board of Regents. The objectives of the task force include gaining a greater understanding of the institution's market position, determining institutional branding objectives, and developing and monitoring a comprehensive marketing plan. The University has also established a new administrative division under the leadership of a Vice President for Communications and Media Relations to lead the institution's marketing and branding efforts. The new vice president began his duties in May of 2007.

Retention Rates of Undergraduate Students

The University experienced an increase in the second-year retention of undergraduates in 2007 (from 75.3% in 2006 to 75.5% in 2007 – **MFR Objective 3.3**). The retention of students is of paramount importance to the University and it continues to implement policies that have a positive impact on student persistence. Because first-year students participating in the University's learning community program are more likely to return to the institution the following year, all entering freshmen in the fall of 2006 were assigned to an appropriate community. Data for the fall 2005 first-time student cohort show that 81% of learning community participants returned in fall 2006 compared to a 65% return rate for students who did not participate in the program.

In addition, a new intervention effort, the Phoenix Program, was organized in the summer of 2006 and implemented in the spring of 2007 to assist students who were facing academic dismissal from the University. During the reporting period, the University's Programs for Academic Support and Studies (PASS) and the Office of Student Support Services continued their support of students who were in need of special academic services or who were low income and first-generation college students. The University's new Advising Center also continued to assist incoming transfer students and continuing students who had not declared an academic major.

Graduation Rates of Undergraduate Students

The University's six-year graduation rate declined slightly in 2007 (from 56.0% in 2006 to 55.1% in 2007 – **MFR Objective 3.4**); however, a higher graduation rate is expected in 2008. The University's online intensive courses (offered in a six-week time frame during the regular academic term) help students stay on track and move more quickly toward graduation by allowing them to add courses midway through the semester. Another factor that helps expedite time to degree at the University is its strong summer and January online programs, which allow students to take needed coursework while away from the campus.

Off-Campus Courses

In accordance with the *2004 Maryland State Plan for Postsecondary Education (MSP Goal 2)*, Frostburg State University continues to deliver courses off campus in an effort to provide greater student access to its academic programs (**MFR Objective 3.2**). In 2006, the University started a Master of Arts in Teaching Secondary/K-12 at the University System of Maryland at Hagerstown. The University also continued its online education program by offering 24 course sections during the January 2006 academic term. A total of 61 course sections were offered during the 2006 summer term, which attracted 581 students, or 50% of the total summer enrollment. Since May of 2003, over 3,000 students have enrolled in an online FSU course during the summer and January terms. The growth of online education at Frostburg State University is indicative of the wide-spread use of technology at the University. To further encourage and facilitate this use, the University offers faculty training in the effective application of technology in teaching and provides the campus infrastructure needed to support the utilization of technology by all members of the University community (**MSP Goal 1**).

Goal 4: Continue efforts to create an environment that prepares students to live and work in a diverse society.

Recruiting and Retaining Minority Students

Frostburg State University enrolls a growing number of minority students, thereby providing educational opportunities for all Marylanders (**MSP Goal 3, 2004 Maryland State Plan for Postsecondary Education**). The percent of minority undergraduate students attending the University grew to 18.9% of the total student population in 2006 and to 20.6% in 2007 (**MFR Objective 4.3**). African-American enrollments accounted for 14.8% of the undergraduate student population in 2006, increasing to 16.6% in 2007.

Contributing to this rise in minority enrollment is a number of successful recruitment strategies that are part of the University's Minority Achievement Plan. Recruitment strategies central to this plan include targeted mailings to minority students who meet the University's admission criteria, recruitment travel to urban high schools in Maryland, and University-sponsored bus trips to the campus from targeted recruitment areas. The University's summer outreach programs and opportunities through Upward Bound, Gear Up, and the Regional Math/Science Center also bring young students to the campus and help to increase their awareness of, and readiness for, postsecondary education (see MFR Goal 6 for more information on the Regional Math/Science Center).

The second-year retention rates for African-American students and all minority students increased in 2007 (from 77.4% in 2006 to 80.6% in 2007 and from 76.8% in 2006 to 78.1% in 2007, respectively - **MFR Objectives 4.4 and 4.5**). Both rates exceed the 2007 retention rate of 75.5% for all students at the University. The University's Minority Achievement Plan includes programs that help the institution to retain minority students, including learning communities for entering freshmen. University studies show that minority students who participate in a learning community are more likely to return to the institution in their second year. Data from fall 2005 indicate that 88% of first-time minority students who participated in a learning community returned in fall 2006 compared to a 64% return rate for minority students who did not participate in a learning community.

The University's minority student retention efforts are also aided by its Undergraduate Education Initiative, which ensures that diversity issues are addressed throughout the curriculum. Work is also underway in the academic departments and at the college level to improve retention rates across campus. In addition, services offered through the Diversity Center and the University's Advising Center also help to increase the University's minority student retention rates.

Minority Graduation Rates

The *2004 Maryland State Plan for Postsecondary Education* emphasizes the need to improve the graduation rates of minority students in Maryland. The 2006 and 2007 graduation rates for African-American students and for all minorities at the University significantly exceed the six-year goals for the institution (**MFR Objectives 4.6 and 4.7**). Lending support to the increasing minority student graduation rate are the services offered by the office of Programs for Academic

Support Services (PASS). Individual tutoring is also offered through the University's Writing Center. Additional support comes from the Black Student Alliance, Student Government Association, and the GOLD and HallSTARS! programs. These organizations and programs are effective in preparing students for campus-wide leadership roles and fostering a high level of student performance and commitment to the University and the larger community.

Faculty Diversity

Also reflecting the *2004 Maryland State Plan for Postsecondary Education (MSP Goal 3)*, Frostburg State University is strongly committed to diversity among its faculty and staff (**MFR Objective 4.1**). The percentage of women faculty increased slightly in 2007 (from 37.8% in 2006 to 38.3% in 2007) as did the percentage of African-American faculty (3.9% in 2006 to 4.2% in 2007). Frostburg State University continues to award state-supported Henry C. Welcome Fellowships to help attract and retain highly-qualified minority faculty and works closely with the University System of Maryland Minority Achievement Committee to enhance the diversity of the University's faculty and staff. To further assist the institution's efforts to attract and hire minorities, the University's ADA/EEO Compliance Office released its own minority achievement strategies in July 2006. These strategies compliment the University-wide Minority Achievement Plan and are set at the level of the hiring unit. A review of the effectiveness of these strategies will be conducted annually by the Office of Human Resources.

Goal 5: Increase recognition for the University's academic programs through national accreditations of teacher education, business and other selected programs.

The University attained its six-year goal of achieving professional accreditation for seven of its academic programs in FY 2006 (**MFR Objective 5.1**). Professional accreditation is an important indicator of an institution's academic quality and overall effectiveness (*2004 Maryland State Plan for Postsecondary Education MSP Goal 1*). The College of Education was reviewed in April 2007 for continued accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and the Maryland State Department of Education. In addition, the University's Social Work program completed its reaccreditation self-study and hosted a Council on Social Work Education team in February of 2007. Formal decisions regarding these reaccreditations are expected in the summer of 2007.

Goal 6: Promote Outreach Programs that Benefit the Campus and Broader Community

Frostburg State University is nationally known for its outreach programs that connect students, faculty, and staff to the local community. The number of public service days per FTE faculty increased from 8.3 in 2005 to 9.6 in 2006, approaching the goal of 10.0 set for 2009 (**MFR Objective 6.2**). Just as important, the number of FSU students involved in community outreach through the University rose from 3,135 in 2006 to 3,233 in 2007. This exceeds the 2009 goal of 2,800 (**MFR Objective 6.3**).

Educational Outreach

Frostburg students and faculty participate in a number of community-based educational outreach efforts that benefit the citizens of western Maryland and the region. These efforts are exemplified by education students tutoring primary and secondary school children and serving as interns in local professional development schools. Faculty members from the Department of Health and Physical Education (HPE) organize health-related activities and events conducted by FSU students at community centers for area senior citizens. For more than two decades, the Children's Literature Center at Frostburg State University, sponsored by the Department of Educational Professions, has championed the cause of reading in the community by offering a variety of seminars, literary enrichment activities, and a nationally recognized conference. The Center also collaborates with area schools, the Allegany County Library System, and the Main Street Program of the City of Frostburg to hold events that attract young people to children's literature.

The University's educational outreach efforts extend beyond the academic year and into the summer months with the hosting of educational workshops and residential camps that benefit children of all ages. Non-residential workshops and camps include the Savage Mountain Summer Arts Academy and the FSU Math Camp. The Savage Mountain Summer Arts Academy offers a variety of summer workshops for high school students, including programs in creative writing, wind chamber music, and stage combat. The Math Camp at FSU, which is open to students entering grades 4 through 7, explores basic algebra, geometry and probability, and Arithmetrix (tricks to use to solve arithmetic problems quickly).

The FSU Robotics Camp and programs through the Regional Math/Science Center are residential-based, bringing high school age students to the University for a week to up to six weeks. The week-long Robotics Camp focuses on the design of intelligent robotic systems with daily opportunities for hands-on lab and computer activities. The Regional Math/Science Center programs are open to low-income/first-generation students in grades 8 through 11. Students can participate in a three- or six-week program in which they engage in the study of an environmental science issue, attend classes, and participate in field trip activities.

Cultural Outreach

The University engages in cultural outreach to the community through professional performances and events sponsored by the Cultural Events Series (CES) and the Division of Performing Arts and its academic programs in music, theatre, and dance. The CES and Division of Performing Arts work together to encourage an appreciation for the fundamental value of the arts and to develop future arts patrons within the community. Among the underserved populations benefiting from the University's artistic presence are adjudicated youth from the Maryland Department of Juvenile Services centers that regularly work backstage on cultural events and attend workshops and performances, as well as elementary school children from low-income families who attend monthly arts access activities at the University.

National Service and Volunteerism

The University's nationally recognized Center for Volunteerism and National Service provides opportunities for Frostburg students and faculty to engage in service-learning, volunteerism, and

national service activities in western Maryland. In 2006, the Center administered five volunteer, national service, and service-learning programs to help improve economic and educational conditions in western Maryland (the Community Outreach Partnership Center Program (COPC), VISTA Institute for Service-Learning, A STAR! In Western Maryland, HallSTARS!, and the Student Center for Volunteerism). Through the Center for Volunteerism and National Service, Frostburg State University students have served in over 40 area non-profit agencies and community and faith-based organizations. In recognition for its efforts to bring the University and the western Maryland community together, Frostburg State University's COPC program received the Maryland Association of Higher Education Distinguished Program Award for unique programs in 2006. In addition, the University was selected in 2006 by the W.K. Kellogg Foundation and the American Association of State Colleges and Universities as one of five state colleges and universities nationwide to participate in "Regional Stewardship in Real Time" held in Chicago, Illinois.

COST CONTAINMENT

Frostburg State University continued to increase revenues and generate savings in fiscal year 2007, resulting in a positive budgetary impact of over one million dollars. Specific actions taken by the University are presented below.

Item Description	Savings/Revenue Generated
Increased profit from summer term	\$739,000
Increased profit from Intersession term	\$259,000
Reduction in travel by Administration & Finance Division	\$25,000
Reduction in natural gas expenses	\$200,000
Total	\$1,223,000

An increase in the number of online courses offered at FSU during fiscal year 2007 summer and Intersession terms resulted in an additional \$998,000 in revenue. In addition, the University reduced travel costs by \$25,000 while also saving \$200,000 in natural gas expenses.

These FY 2007 cost containment actions totaled \$1,223,000 in expenditure reductions and revenue enhancements for the University.

FROSTBURG STATE UNIVERSITY

Objective 1.3 – Sustain effective and efficient use of resources through 2009 by allocating at least 2 percent of replacement costs to facilities renewal and achieve at least 2 percent of operating budget for reallocation to priorities.

The percent expended on facilities renewal fell in fiscal year 2006 because of declining enrollment and a shift in University priorities to adjust for the decrease. The University seeks to improve its renewal benchmark as enrollments increase.