

FROSTBURG STATE UNIVERSITY

INSTITUTIONAL ASSESSMENT

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

Frostburg State University (FSU) serves as a major force for economic development and assures “a vigorous and competitive economy” in the region (*2004 Maryland State Plan for Postsecondary Education - MSP Goal 5*). University initiatives that offer regional development opportunities include the Tawes Technology Incubator and Allegany Business Center at Frostburg State University (ABC@FSU), the recently-renovated Lyric Building in downtown Frostburg, and two near-term projects: the Main Street FSU Center for Creative Writing and the Mountain Maryland Arts Cooperative.

As of May 2009, the following five tenants currently occupy FSU’s Tawes technology incubator: Integrated Software Solutions, Instant Access Networks, Leading Edge Design, Sustainable Systems, Inc., and the Western Maryland Resource Conservation and Development Council (**Managing for Results – MFR - Objective 1.1**). The University does not anticipate further growth of this technology incubator since the Tawes building is tentatively scheduled to be razed in July 2011 in preparation for the new Center for Communications and Information Technology (see Goal 2). One of the previous tenants of the Tawes incubator, the Mountain Maryland Field Office of the United States Geological Survey (USGS), has already relocated to the ABC@FSU and several other current Tawes tenants are expected to also make this transition in the near future.

In addition to the USGS, three operations are also currently located at ABC@FSU: InfoSpherix, the Tri-County Council of Western Maryland, and the Western Maryland Small Business Development Center. Additional space has been set aside at ABC@FSU for new incubator businesses interested in working in western Maryland.

Additional support for economic development is anticipated as a result of the establishment of FSU's planned Sustainable Energy Research Facility, which will serve as an academic center for the display of residential-quality sustainable energy technologies and research. The University expects that this facility, to be located at ABC@FSU, will attract other research entities to western Maryland.

The relocation of several University offices from campus to the historic Lyric Building on Main Street in Frostburg has provided additional support for economic growth in the region. In November 2008, the FSU Foundation, the Office of Alumni Programs, and a branch of the University bookstore moved into the newly renovated building. The University will also relocate its Center for Creative Writing to the Lyric Building in August 2009. The Center will provide space for students and Frostburg residents to pursue creative endeavors and augment the University’s visibility in the community.

Located across the street from the Lyric Building and scheduled to open in June 2009, the Mountain Maryland Arts Cooperative will be staffed by FSU students and a University professor/folklorist. The Cooperative will work closely with the Allegany Arts Council to provide retail opportunities for local artists.

The University continues to engage local employers in dialogue focusing on the development of curricula based on the specific needs of the community and regional industry. FSU's academic programs are working with area businesses to identify ways in which the University can best support regional economic and workforce development. For example, during the past twelve months, faculty and staff teaching in FSU's recently-approved Engineering program have met with area businesses to discuss how the engineering program can shape curricula and internship opportunities to best meet their needs.

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

Frostburg recognizes the statewide need to increase supplies of well-trained graduates in high-demand fields (**MSP Goal 5**). The University's STEM (Science, Technology, Engineering, and Mathematics) initiatives and its academic programs in nursing, information technology, and teacher education prepare a highly qualified workforce in areas identified as critical for both the state and the region.

In addition, the University's planned Center for Communications and Information Technology (CCIT) promises to be an important workforce development resource in the region. The CCIT will provide further support for the advancement of educational and career opportunities in FSU's technology-based disciplines. Formally approved by the Department of Budget and Management in January 2009, the Center is scheduled to enter the construction stage in 2012 and open in 2013.

STEM Initiatives

In the fall of 2008, the University dedicated its Sowers residence hall exclusively to the housing of STEM majors. This program provides a unique opportunity for students to develop relationships with peers, mentors, and faculty in these disciplines. For the fall semester, a community of 83 students benefited from study and tutoring sessions and enjoyed close proximity to the Compton Science Center, where many STEM classes are held.

Frostburg is a member of the Western Maryland Education Consortium (WestMEC); a network of universities, community colleges, county public school systems from the three western counties of Maryland (Allegany, Garrett, and Washington), and the Tri-County Council for Western Maryland. Following a December 2008 study of STEM needs in the region, WestMEC formed a small working group in February 2009 to complete a STEM strategic plan for the region. In March 2009, the workgroup developed a timeline for finalizing the plan and a process to identify a consultant to help in its preparation. With the support of a \$15,000 grant awarded to FSU by the University System of Maryland (USM) in May 2009, WestMEC expects that a Western Maryland Regional STEM Strategic Plan will be completed for regional review by October 2009.

Frostburg received a grant from USM for \$25,000 to create a program for outstanding students in science and mathematics education. This program, which will begin admitting students for fall 2010, guarantees admission to the MAT program for students who are successful in earning their B.S. in STEM teaching fields. The goal is to attract well-qualified high school students into careers in science and mathematics teaching.

The University is also partnering with community colleges to expand program offerings in STEM fields. Articulation agreements are being established with Hagerstown Community College in Biotechnology and with Anne Arundel Community College for Engineering (see information technology section).

Nursing

In a report entitled *Addressing Critical Workforce Shortages*, nursing was identified by Maryland as an occupational field that requires a larger supply of trained workers. In response to this recognized workforce demand, FSU will offer a Baccalaureate in Nursing (R.N. to B.S.N. completion program) in collaboration with Allegany College of Maryland beginning in the fall of 2009.

The University was awarded \$250,000 in July 2008 from the Governor's Higher Education Investment Fund to initiate the nursing program. Since that time, the University has hired a program coordinator, drafted the curriculum, created a nursing laboratory/classroom, and begun discussions with professional accrediting groups. In July 2009, FSU will receive a three-year grant of \$254,295 from the Maryland Higher Education Commission to support the further development of its nursing program.

Frostburg's R.N. to B.S.N. completion program will expand regional job opportunities, contribute to nursing retention, and provide the credentials necessary for graduates to advance within the profession. Since the program will be offered primarily online, it also furthers the goal of ensuring "student access to desired academic programs" in order to "improve accessibility to higher education for non-traditional students" (**MSP Goal 2**).

Information Technology

Undergraduate enrollment in information technology (IT) programs has grown by 11.5% during the reporting period (from 331 in 2008 to 369 in 2009 - **MFR Objective 2.1**). This number represents the highest IT program enrollment since 2005 and is a direct result of FSU enrolling students in its own B.S. in Engineering, which is offered in addition to a collaborative program in mechanical engineering with the University of Maryland, College Park (UMCP). Additional new IT program offerings, including a B.S. and minor in Information Technology, and a B.S. in Computer Information Systems, have also contributed to FSU's success in this performance measure.

Frostburg State University anticipates further growth in IT enrollments as a result of its partnership with the Anne Arundel Community College (AACC) University Consortium to offer

a collaborative B.S. in Engineering through the Arundel Mills Regional Higher Education Center. During AY 2009-10, FSU will obtain full approval and facilities and equipment will be prepared to accommodate a start date of fall 2010. With the Center's proximity to Ft. Meade and its ongoing involvement with the Base Realignment and Closure (BRAC) effort, there are expanding opportunities in STEM-related disciplines. Many of the jobs moving to Maryland as a result of BRAC will require high-level training in STEM-related areas, and the University's collaborative program with AACC is designed to address this need.

Education

Frostburg State University recognizes its responsibility to ensure that "more qualified, certified teachers are available for our schools" in Maryland (**MSP Goal 4**). Frostburg experienced an increase in teacher education enrollments (from 573 in 2007 to 580 in 2009) and in the number of its students completing teacher training (from 154 in 2007 to 161 in 2009). However, the number of FSU's teacher education graduates teaching in Maryland schools (**MFR Objective 2.2**) has declined over the same time period (the University's response to this decrease follows the Campus Response to Questions Raised by the Commission section).

During the reporting period, the PRAXIS II pass rates of FSU's undergraduates and MAT students declined from 97% in 2008 to 94% in 2009. This decrease is a result of the College of Education adopting alternative program entrance criteria and accepting students who were marginally prepared for pursuing a teacher education degree. The College of Education has since eliminated the alternative program entrance criteria and anticipates that the University's PRAXIS II pass rates will increase as a result.

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

The *2004 Maryland State Plan for Postsecondary Education* stresses the need for Maryland residents to have affordable access to postsecondary education (**MSP Goal 2**). Frostburg State University continues to attract students from throughout Maryland and state residents comprise 92.7% of FSU's fall 2008 first-time student cohort.

Undergraduate Enrollment

The efforts of the University's Enrollment Management Committee have contributed to a 4.4% increase in FSU's overall headcount enrollment during the reporting period (from 4,993 in 2008 to 5,215 in 2009, **MFR Objective 3.1**). As a result of the Committee's work, Frostburg signed dual admission agreements with Allegany College of Maryland in June 2008 and Hagerstown Community College in January 2009. Additional dual admissions agreements, which are designed to encourage community college students to earn baccalaureate degrees and facilitate their transfer to four-year institutions, are also under development with other regional community colleges.

The Marketing and Branding Task Force, which developed a branding document and new University logo in October 2008, is another key contributor to Frostburg's increased enrollments. Both the newly established branding guidelines and the logo reiterate the University's

commitment to helping students find a sense of direction in their lives that is authentic, purposeful, and life-changing.

Undergraduate Retention and Graduation Rates

After a decline from 2007 to 2008, the University has experienced a significant increase in the second-year retention rate of its undergraduates during the reporting period: from 72.4% in 2008 to 78.0% in 2009 (**MFR Objective 3.3**). This represents the highest rate since 2005. At the same time, the six-year graduation rate of its undergraduates declined (from 59.1% in 2008 to 57.3% in 2009 - **MFR Objective 3.4**). To address this decrease, Frostburg will continue to improve programs intended to enhance second-year and subsequent student retention and thereby increase graduation rates.

The University's Learning Communities Program, now in its twelfth year, is specifically designed to enhance student academic performance and second-year retention. The program allows first-year students to explore an academic major, life skill, or topic by enrolling in thematically linked courses. Learning Communities also help students establish support networks with peers, faculty, and University staff. Fifty-one learning communities were offered in fall 2008. Student satisfaction surveys continue to show that acquiring study skills was an important aspect of the learning community experience.

Further student retention efforts include FSU's Phoenix Program, which provides an alternative for students who face mid-year dismissal following their first semester at the University. Low-performing students are placed in an Introduction to Higher Education course during the spring semester where they receive intensive support and assistance in improving their academic records. As of spring 2009, a total of 272 students have participated in the Phoenix Program.

Frostburg's student retention activities also include Student Support Services, an educational office that works specifically with first-generation, low income, and/or disabled students. Its Programs for Academic Support and Study (PASS) provide individual and group tutoring in a wide range of subjects along with personal instruction through the University's Writing Center.

In addition, the Center for Advising and Career Services works to encourage campus engagement and provide students with strategies to address change and overcome obstacles to their academic success. The Center provides individualized essential support to transfer, undeclared, and underrepresented students.

Off-Campus Courses

In accordance with the *2004 Maryland State Plan for Postsecondary Education* (**MSP Goal 2**), Frostburg State University continues to offer an increasing number of off-campus courses to enhance student access to its academic programs. During the reporting period, the number of off-campus course enrollments rose by 11.0% (from 3,141 in 2008 to 3,487 in 2009 – **MFR Objective 3.2**), surpassing the MFR-established goal of 2,902 by 2009. This increase is a direct result of enhanced off-campus offerings in the College of Education and FSU's online course initiative.

In order to supply Maryland schools with more certified teachers (**MSP Goal 4**), FSU has expanded its off-campus teacher preparation programs. These programs, as described below, include the Early Childhood Elementary Education program, Rural to Urban Professional Development Schools (PDS), and the University's collaboration in an Ed.D. in Educational Policy and Leadership.

Enrollments in the College of Education's Early Childhood Elementary Education program at the University System of Maryland at Hagerstown (USMH) continue to increase (from 16 in fall 2007 to 19 in fall 2008) and the program graduated its first cohort of nine students in May 2009. An Elementary Education program that emphasizes specialized preparation in science and mathematics is under continued development.

In addition, the College of Education has established a Rural to Urban PDS in the central and eastern parts of the state in which FSU teacher candidates can complete their final semester of interning. This allows candidates to become familiar with teaching in an urban environment and gain experience in school systems where the shortage of teachers is especially critical. Frostburg graduated its first three candidates from the Rural to Urban PDS in December 2008.

The University of Maryland, College Park has received approval from the Maryland Higher Education Commission to offer an Ed.D. in Educational Policy and Leadership at USMH beginning in the spring of 2010. Frostburg State University faculty will have the opportunity to teach in the program, sit on dissertation committees, and advise students, gaining the experience needed to propose an FSU Ed.D. in the near future.

Online Course Initiatives and Campus Technology Infrastructure

The University's online course initiative parallels statewide efforts to "improve accessibility to higher education for non-traditional students" (**MSP Goal 2**) by providing students with distance education opportunities throughout the academic year. Frostburg's summer 2008 online student enrollment totaled 1,053, an increase of 15.1% from the summer of 2007. A total of 91 online course sections were offered in the summer of 2008 and overall enrollment for online summer courses has grown 217% between 2003 and 2008. In addition, 50 course sections were scheduled during Intersession 2009 and student enrollment in the term increased by 9.5% over the previous year (from 645 in 2008 to 706 in 2009).

As cited in the *2004 Maryland State Plan for Postsecondary Education*, "changes in the rapidly evolving technology environment challenge institutions to keep faculty members abreast of the latest methods of instructional design and delivery" (**MSP Goal 1**). Frostburg continues to meet this challenge by integrating USM *Quality Matters* Rubric standards into its professional development program for new online instructors.

In December 2008, a group of five instructors and staff completed training on the application of *Quality Matters* Rubric standards. As a result, two of these individuals are now qualified peer reviewers for *Quality Matters* and one is certified to offer additional online course workshops to FSU faculty.

The University has also begun to develop a personnel infrastructure to provide additional professional development opportunities and establish an internal online and blended course review process. This process entails continued development of qualified peer reviewers, support of instructors interested in having their courses reviewed, and peer review of courses with the intention of meeting *Quality Matters* standards.

In further support of statewide goals, the University continues to invest in improvements to its technology infrastructure through Phase II of its ongoing upgrade to the campus-wide computer network. Specifically, Frostburg will again double its access bandwidth to the Internet through fiber to University of Maryland, College Park in the summer of 2009.

The University has also purchased an additional module of the BlackBoard Enterprise System and will conduct an upgrade to its BlackBoard Learning System in August 2009. The BlackBoard upgrade will provide beneficial enhancements to existing functionality as well as new components. Included in the latest version are improved methods for posting assignments, an entirely redesigned Grade Center component, and plagiarism detection functionality. Other functionality within the Community System includes branding and organized communications for university sponsored groups through bulletin boards, conversation threads, and announcements.

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

Frostburg State University is a multicultural campus where diversity is highly valued. The University's new Cultural Diversity Program (CDP, March 2009) is intended to help the institution more effectively recruit and retain individuals who have been historically underrepresented in higher education. The strategies of the CDP are discussed below.

Undergraduate Minority Student Recruitment and Enrollment

Frostburg State University has successfully worked to diversify its student body and support statewide plans to ensure equal opportunity for Maryland's diverse citizenry (**MSP Goal 3**). The University continues to enroll an increasing number of undergraduate minority students. The percentage of African-American undergraduate students rose from 19.6% of the total undergraduate population in 2008 to 21.9% in 2009 (**MFR Objective 4.2**). The overall percentage of undergraduate minority students at the University has also increased (from 23.7% in 2008 to 26.1% in 2009 - **MFR Objective 4.3**). Both performance measures continue to exceed established MFR goals.

The Cultural Diversity Program contains recruitment strategies designed to create a diverse student body at the University. These strategies include sending targeted mailings and electronic communications to traditionally underrepresented students who meet the University's admission criteria. University representatives travel to meet with students in urban high schools in Washington, D.C.; Baltimore City; and in other locations in Baltimore and Prince George's Counties. University-sponsored bus trips to the FSU campus and admitted student receptions are also important components of the Frostburg's efforts to create a culturally diverse campus.

Additional recruitment strategies focus on increasing the number of underrepresented students who transfer to FSU from community colleges.

Undergraduate Minority Student Retention and Graduation Rates

The second-year retention rate of African-American students rose from 77.7% in 2008 to 81.7% in 2009 (**MFR Objective 4.4**). In addition, the second-year retention rate of all minority students also increased: from 75.0% in 2008 to 79.0% in 2009 (**MFR Objective 4.5**).

During the reporting period, the six-year graduation rate of African-American students increased from 49.1% in 2008 to 51.5% in 2009 (**MFR Objective 4.6**). However, the six-year graduation rate of all minority students decreased from 54.3% in 2008 to 51.7% in 2009 (**MFR Objective 4.7**). Regardless of this overall decrease, both graduation-rate performance measures continue to exceed established MFR goals.

Frostburg's Cultural Diversity Program incorporates strategies to increase the persistence and graduation rates of minority students by creating a campus environment that values cultural diversity. The University's Diversity Center works to promote the valuing of cultural diversity by fostering a sense of community among students of all races, genders, and national origins. These goals are accomplished through activities, workshops, retreats, and programs that help students develop an understanding of cultural differences.

The Diversity Center continues to work closely with minority student organizations, including the Black Student Alliance, Latin American Student Organization (LASO); Chinese Cultural Club (CCC); African Student Association (ASA); African American Studies Society (AASS); and Gay/Straight Alliance (GSA). The activities, workshops, and programs of these organizations encourage understanding of cultural differences, ensure the University's environment is welcoming and inclusive for all students, and provide strategies for academic success. The Diversity Center's Academic Monitoring Program, which enrolled 364 students in AY 2009, provides students with the opportunity to receive direct and specific feedback from faculty about their class performance.

Acting as a study and implementation body, Frostburg's *Closing the Achievement Gap* Task Force has been established to identify strategies to address retention and graduation rates of underrepresented groups at the University. These strategies include identifying students most at academic risk; identifying particular "gatekeeper courses," majors, and periods of student careers where student academic problems most often occur; reengineering programs and courses designed to improve students' entry-level skills in reading, writing, and mathematics; identifying what successful students do and modeling support services according to their behavior; and developing specific programs and strategies to sustain the University's success in second-year retention into subsequent years. In addition, the University has joined the Pell Institute Retention Initiative and will use its consultation services to develop more detailed analyses of student outcomes and pressure points that help explain differences in student access.

The President's Advisory Council on Diversity (PACD) also plays an important role in fostering a respect for diversity at the University. The Council meets regularly to set goals and launch

initiatives to improve campus climate with respect to diversity, conducts research on selected issues, and makes recommendations to the President. The Center for International Education has also adopted new strategies to increase the number of international students at the University, enhance international programming on campus, and promote intercultural understanding at all levels on campus.

Efforts to increase minority student retention and graduation rates continue to include the activities of the Student Government Association (SGA) and the Generating Opportunities for Leadership Development (GOLD) program. These opportunities for student engagement prepare individuals for campus-wide leadership roles and foster a high level of student performance and commitment to the University and the larger community.

For AY 2009, 30 out of a total of 43 GOLD members graduated from the program with a solid foundation of leadership skills. Program graduates often become officers of other students groups and key campus leaders. A previous graduate is the current SGA president. Of the most recent class of GOLD graduates, several are on the Black Student Alliance (BSA) finance board, one is a resident assistant, and another is a residential peer monitor.

Cultural Diversity of Faculty and Staff

Frostburg State University remains highly committed to enhancing diversity among its faculty and staff (**MSP Goal 3**). The percentage of African-American faculty decreased slightly in 2009, from 4.3% in 2008 to 3.7% in 2009- **MFR Objective 4.1**) while the percentage of female faculty increased (from 37.3% in 2008 to 38.8% in 2009- **MFR Objective 4.1**).

The University's Cultural Diversity Program incorporates ongoing strategies and new initiatives to recruit and retain minority faculty and staff at Frostburg State University. The Academic Affairs Division and the Office of Human Resources (OHR) are building a working relationship with historically black institutions (HBI's) in the region that offer doctoral programs in an effort to bring minority faculty to the University.

Beginning in fall 2009, a senior staff member will serve as an "equity officer" within each University division. This officer will monitor diversity initiatives within the offices and departments and work with FSU's Director of ADA/EEO Compliance to ensure that current minority recruitment and retention strategies are in place and that new initiatives are developed and implemented as needed. Furthermore, all search committees for faculty and staff positions will be required to designate one member of the committee to be responsible for ensuring that minority outreach is a priority. The chair of the search committee and the Director of Compliance will review applicants selected for interview at which time documentation must be submitted to demonstrate what efforts have been made with regard to minority recruitment.

The Office of Human Resources is requesting an increase in its budget to allow for new minority faculty and staff recruitment initiatives. These include receptions for potential applicants, attendance at job fairs, and travel to historically black institutions. Additionally, a separate retention budget will be developed for mentoring activities, receptions for new employees, and social events designed to increase a sense of community among faculty and staff.

The Office of Human Resources will implement a formal mentoring program in the fall of 2009 designed to ensure new administrative employees are welcomed and made to feel a part of the campus community. Currently, all FSU colleges have a mentoring program for new faculty. The goal is to improve retention by assisting new employees through the first and perhaps most critical year of employment at FSU.

The state-supported Henry Welcome Fellowship remains an important element of the University's Minority Faculty and Staff Recruitment Plan and plays a central role in attracting and retaining eminently qualified African-American faculty. Since 1988, seven minority faculty members at the University have been recipients of the Fellowship. The departments of Visual Arts, Psychology, Business Management, Social Work, History, Physics and Engineering, and Philosophy have all hosted Henry Welcome Fellows.

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

Professional Accreditation

No additional programs were accredited during the reporting period; however, the University has met its MFR six-year goal of achieving professional accreditation of seven of its academic programs by 2009 (**MFR Objective 5.1**). As part of the University's ongoing commitment to maintaining national recognition for academic excellence (**MSP Goal 1**), FSU's College of Business is currently preparing for the visiting team from the Association to Advance Collegiate Schools of Business (AACSB) and a comprehensive review and reaccreditation of its programs in October 2010.

The Computer Science department continues to pursue accreditation through the Accreditation Board for Engineering and Technology (ABET). The department submitted its self study in July 2008, an evaluation team visited in November of 2008, and FSU is currently responding to several areas of concern identified by the visitation team.

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

Frostburg State University offers an array of community-based outreach programs and activities that promote the civic engagement of its faculty, staff, and students as well as strengthen bonds with the western Maryland region. In FY 2009, FSU students contributed over 25,843 hours to service-learning opportunities. In addition, the University continues to exceed its MFR-established goal for the number of its students participating in community outreach (**MFR Objective 6.3**).

Educational Outreach

Summer center activities continue to be an important component of the University's educational outreach efforts. Ninety-four K-12 students participated in three Maryland Summer Center offerings in FY 2009. In addition, FSU will host 56 students of the Mountain Ridge High School

GEAR-UP Program in a series of June 2009 offerings that includes Computer Graphics Design, Wildlife Conservation, and GPS Geocaching.

Each semester since the spring of 2008, FSU has offered eight-week workshops for people from across the nation on the design, installation, and maintenance of residential photovoltaic and wind generation systems. These workshops are mainly online with three days of hands-on instruction and training. At the conclusion of each workshop, participants both from the local community and nationwide can earn entry-level certification by the North American Board of Certified Energy Practitioners. In addition, the University is moving forward with the planning and development of an on-campus Sustainable Energy Research Facility. The facility will house the FSU Renewable Energy Center, which will conduct extensive research, education, and community outreach programs on renewable energy applications.

In August 2008, the University received continued funding for the Appalachian Center for Ethnobotanical Studies (ACES) through an appropriation of \$348,543. Through this funding and a grant from the Appalachian Regional Commission, eight FSU students and nine faculty members have been conducting ethnobotanical research on the medicinal properties of black cohosh and sponsoring community outreach activities. In early June 2009, a workshop on the progress and prospects of black cohosh was held at the University of Maryland Biotechnology Institute in Rockville, with approximately 50 herbal practitioners, scientists and representatives from government agencies in attendance. A meeting of regional growers and harvesters is also being planned at FSU for late summer 2009.

Leadership and Civic Engagement

The University's Office of Leadership and Civic Engagement currently administers five volunteer, national service, and service-learning programs that provide services to the community: the *A STAR!* In Western Maryland AmeriCorps program, the VISTA national service program, the *ECHOStars!* living-learning-serving community, the Campus Compact service learning initiative, and the FSU Student Center for Volunteerism. In FY 2009, University students, faculty, and staff worked with 65 non-profit agencies and community and faith-based organizations as part of the Office of Leadership and Civic Engagement. Recent programs include Relay for Life, Best Buddies, Alternative Break trips, the Community Gardens Initiative, the Civic Justice Corps, Backpack for Kids, and academic enrichment programs.

Greek Life

A total of 449 FSU students are currently engaged in 22 recognized Greek-letter social, professional, and music fraternities and sororities that are committed to performing a host of philanthropy and community outreach programs within the tri-state region. From August 2008 to May 2009, these students donated a total of 1,685 hours of philanthropy and community service to 24 non-profit community organizations. Students donated food to the Western Maryland Food Bank, raised \$2,600 for the City of Frostburg's holiday decoration fund, and collectively contributed \$11,900 in support of the American Cancer Society's Relay for Life initiative.

Campus Response to Questions Raised by the Commission

Response to 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 of replacement costs expended in facility renewal at Frostburg fell from 1.3 percent to 0.6 percent between FY 2004 and FY 2006, then increased to 0.9 in FY 2007. However, the university remains quite far from its objective.

Since FY 2006, FSU's actual dollars spent on facility renewal have continued to increase and the expenditures have consistently been more than the amount budgeted yearly.

Response to Objective 2.2 – Increase the number of teacher education graduates employed in Maryland public schools from 68 in 2004 to 120 in 2009.

The number of Frostburg's teacher education graduates who were teaching in Maryland schools decreased by 23% over the last fiscal year, from 114 to 88.

Maryland State Department of Education data on the number of teacher education graduates employed in Maryland is an approximation and likely underreports the number of FSU graduates employed in the state. Frostburg is situated in a tri-state region; many of the University's students live in Pennsylvania and West Virginia. However, FSU's programs are all aligned to the Maryland Redesign for Teacher Education standards, and it requires all candidates to be fully prepared in Maryland's PreK-12 Voluntary State Curriculum. As a result, candidates are best prepared to teach in Maryland schools, and the University prefers to have them remain in the state.

Approximately 70% of FSU's teacher education candidates come from east of Allegany county, and this group tends to gain employment in state schools toward the east. Unfortunately, given the economic downturn coupled with the declining growth of population in the western counties, there has not been much teacher turnover in the west. Candidates from this area who wish to teach closer to home must wait until someone retires, which is not happening very often in the current fiscal climate, or teach in a neighboring state.

In an effort to increase both education program enrollments and the number of graduates teaching in the state, the College of Education has strengthened its recruitment efforts in the Baltimore/Washington metropolitan area and established a Rural to Urban Professional Development School (PDS) that focuses on encouraging FSU students to become Maryland teachers subsequent to graduation. In addition, the College plans to solidify verbal agreements with Maryland community colleges where FSU student interns will be supervised and provided with experiences and opportunities that establish strong ties with the state.

Response to Objective 3.3 – Increase the second-year retention rate of FSU undergraduates from 75.5% in 2004 to 80% in 2009.

Over the last four years the second-year retention rate for all students has dropped from 79.3% to 72.4%.

The slight decrease in the second-year retention rate for all FSU undergraduates from 75.5% in 2007 to 72.4% in 2008 is partly attributed to an increase in voluntary withdrawals and appears, for the most part, to be anomalous. As for the current reporting period, Frostburg State University has made significant progress toward obtaining its established MFR goal of achieving an 80.0% retention rate for its undergraduate students. While this measure hit a four-year low of 72.4% in 2008, it has since experienced a significant increase to 78.0% in 2009.

The University recognizes that further improvements to its student persistence efforts are required. Frostburg anticipates that new initiatives and a continued emphasis on current strategies as described under Goal 3 will result in the enhancement of the retention rate of all its undergraduate students.

Response to Objective 4.5 – Increase the second-year retention rate of minority students from 72.9% in 2004 to 83% in 2009.

From 2005 to 2008 Frostburg's second-year retention rate for minority students has steadily declined from 80.5% to 75%.

While the second-year retention rate for minority students has remained uneven throughout the five-year accountability cycle, the decrease in 2008 to 75.0% from 78.1% in 2007 is not outside of normal variances as evidenced in the quoted data (FY 2004: 72.9%, FY 2005: 80.5%, FY 2006: 76.8%, FY 2007: 78.1%, FY 2008: 75.0%, and FY 2009: 79.0%). First-time full-time minority second-year retention rates are sensitive to large percentage swings because of the small size of the entering cohorts. In 2007, 52 minority students did not return for a second year (186 of 238 first-time, full-time minority students in fall 2006) compared to 67 (201 of 268 first-time, full-time minority students in fall 2007) in 2008.

Minority achievement continues to be an area of emphasis for the University. As discussed under Goal 4 above, the FSU *Closing the Achievement Gap* Task Force has been established to identify strategies and the Cultural Diversity Program incorporates strategies to increase the persistence and graduation rates of minority students by creating a campus environment that values cultural diversity. These combined efforts have helped the University to increase the current second-year retention rate for minority students by 4% over the reporting period (from 75% in 2008 to 79% in 2009).

COST CONTAINMENT

Frostburg State University recognized efficiencies in cost containment and increased revenue in FY 2009. The specific actions taken by FSU in FY 2009 are listed below.

Item Description	Savings/Revenue Generated
Signed contract with local vendors to allow FSU students to use debit cards	\$5,000
Negotiated beverage contract	\$118,000
Realized discount for UPS service	\$3,000
Deferred hiring the PASS Director	\$102,000
Combined the University Advancement and Comm. & Media Divisions	\$113,000
Realized savings from the use of energy efficient lighting systems	\$20,000
Recognized savings from shower head replacement on campus	\$10,000
Utilized in-house solution to resolve air exhaust system in Fine Arts building	\$800,000
Partnered w. Allegany County to provide enhanced bus service to FSU students	\$29,000
Signed contract with U.S. Cellular to build a cell phone tower on campus	\$12,000
Realized net profits from Morgan Wootten basketball camp	\$150,000
Provided incubator space in Tawes Hall	\$61,000
Partnered with USM Hagerstown Center	\$100,000
Utilized a Maryland Senior Aide to work in University Advancement	\$25,000
Realized savings from implementation of e-billing	\$200,000
Utilized Advance data system	\$3,000
Developed Student and Educational Services Division on-line forms	\$5,000
Provided Student and Faculty Handbooks online	\$10,000
Realized savings from online marketing efforts	\$5,000
Increased number of online course offerings in summer and winter sessions	\$600,000
Purchased and installed University's own telephone switch (PBX)	\$165,000
Total	\$2,536,000

Frostburg State University recognized expenditure reductions, revenue enhancements, cost avoidances, technological initiatives, and partnerships to contain costs for FY 2009. These actions total \$2,536,000.