**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.

**FROSTBURG STATE UNIVERSITY**

**INSTITUTIONAL ASSESSMENT**

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

Frostburg State University (FSU) continues to support the development of a highly educated and technologically competent workforce to meet the needs of a modern knowledge-based economy and adapt to the changing landscape of higher education. In congruence with *Maryland Ready*, the state’s *2013 Plan for Postsecondary Education* (**MSP Goal 2**), FSU is committed to advancing “the educational goals of all by promoting and supporting access, affordability, and completion.”

The *2013 Maryland State Plan for Postsecondary Education* reinforces the need for postsecondary education institutions to “provide workforce training in STEM-related fields” (**MSP Goal 5**). One of the goals of Frostburg’s strategic plan is to “develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.” The University’s STEM (Science, Technology, Engineering, and Mathematics) initiatives and programs in nursing, teacher education, and business serve as means to achieve this goal. Over the reporting period, the University experienced continued growth in the number of undergraduates enrolled in STEM programs (from 913 in 2015 to 949 in 2016), yet the number of STEM degrees awarded declined (from 140 in 2015 to 128 in 2016, **Managing for Results - MFR - Objective 1.1**).

Frostburg experienced a decline in both teacher education enrollments (from 423 in 2015 to 414 in 2016) and in the number of undergraduates and MAT post-baccalaureate students completing teacher training (from 126 in 2015 to 113 in 2016 - **MFR Objective 1.2**). However, the PRAXIS II pass rates for education students continued to remain high, increasing slightly from 97% in 2015 to 98% in 2016.

**STEM Initiatives and Programs**

Frostburg State University’s R.N. to B.S.N. program continues to grow at an impressive rate, experiencing significant growth in both enrollments (21.9%) and in the number of degrees awarded (43.3% - **MFR Objective 1.3**). The University’s Master of Science in Nursing (M.S.N.) also increased from an initial cohort of ten in 2015 to 23 majors in 2016. As part of a $2.5 million grant award from the Maryland Higher Education Commission (MHEC) in July 2015, a new collaborative Associate to Bachelor’s (ATB) program has been established with Allegany College of Maryland (ACM), reducing time to degree completion. Following one year of general education courses on campus in Frostburg, students will complete two years at ACM for an associate degree followed by online nursing courses and a practicum at FSU to earn their B.S.N. Three students were admitted into a pilot of the program in fall 2016, and a new cohort of ten students is expected to be accepted each spring starting in 2017. The Department of Nursing has also established ATB programs with the Community College of Baltimore County (CCBC), Hagerstown Community College, Carroll Community College, and Frederick Community College. These programs are slated to begin in fall 2016 with the exception of the agreement with CCBC, which began in fall 2015. Articulation agreements are also in place with Anne Arundel Community College and Chesapeake Community College.

Grant monies were also awarded by MHEC to assist FSU in developing a graduate nursing program that features tracks for family psychiatric nurse practitioners and primary care family nurse practitioners. Subject to approval by the Maryland Board of Nursing, MHEC, and the University System of Maryland, both tracks are anticipated to begin to be offered in fall 2018.

Frostburg’s B.S. in Health Science has grown from an initial cohort of 50 students in fall 2015 to 130 majors in fall 2016. This program provides an alternative to traditional bachelor degrees for students interested in a health-related field and prepares students who are qualified to enter a variety of graduate and professional programs in the health sciences.

The University’s M.S. in Applied Computer Science began offering a database concentration in fall 2015. This concentration prepares for jobs in database administration, data mining and database security as well as helping to further address the shortage of database professionals in the region and nationally. The courses in the database concentration are offered online so that working professionals can complete degree while employed. Enrollments continued to increase over the reporting period, from 64 students in fall 2015 to 93 in fall 2016.

**College of Education**

The collaborative Coppin State University/Frostburg State University (CSU/FSU) Diversity Partnership provides candidates at both institutions with meaningful experiences with diverse sets of students and faculty. The collaborative model includes four tiers: awareness, observation, co-teaching, and field experience application. Education candidates at both institutions are paired and visit each other’s campus to discuss relevant diversity issues in their respective school communities. The observation tier provides candidates with an opportunity to visit Professional Development Schools (PDS) or Head Start centers in their partner’s county and meet with faculty to discuss the varied settings and diverse learners observed in the schools. Toward the end of the experience, the partners co-teach in each other’s PDS setting.

Frostburg’s Master of Arts in Elementary Education candidates and Early Childhood/Elementary candidates collaborate with Washington and Frederick County public school students to implement a year-round community reading program at the University System of Maryland at Hagerstown. The Promoting Awareness of Literacy Skills (PALS) program provides an experiential learning opportunity for College of Education candidates to support the local community as they use assessment and highly effective reading strategies to meet children’s needs. These pre-service teachers are supervised by candidates in the M.Ed. Educational Leadership program.

Held in June 2016, the Zest for STEM program provides five days of technology exploration each summer for teachers of all levels. The latest ideas for teaching science, technology, engineering, and mathematics are shared through interactive sessions provided by faculty from all of the colleges within the university as well as experts from the surrounding counties. These ideas are also shared with College of Education candidates throughout the year as they complete educational technology courses within their course of study.

**College of Business**

Beginning in spring 2017, Frostburg will offer a dual-degree program in economics with a minor in finance, with Hunan University of Commence in Changsha, China. Hunan University students enrolled in the program will earn an FSU degree. These students bring a global perspective to Maryland and enhance the learning experience for FSU’s native students.

**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 contributes to the state of Maryland’s completion goal by providing a strong support network focused on student success and persistence. Programs and strategies that help to improve student retention and graduation rates include: the Peer Assisted Learning Program, the Student Success Coaching Initiative, the Academic Success Network, and predictive analytics initiatives.

**Peer Assisted Learning Programming at Cumberland Hall**

The Peer Assisted Learning (PAL) program was developed in spring 2015 to complement FSU’s tutoring services, which are available to help students understand content in the areas of mathematics, natural sciences, computer science, and business. Program tutors assist students with developing learning strategies and time/workload management skills as well as understanding content material in social science and humanities courses.

During the spring 2016 semester, an analysis of retention data by the Office of Assessment and Institutional Research revealed that both retention and academic achievement were significantly lower among freshmen in a particular residence hall. This discovery led to the application of Frostburg’s previously established PAL programming at Cumberland Hall. Beginning in the fall 2016 semester, three PAL tutors are housed in the residence hall, and a study area and PAL office is established where tutors will work in conjunction with resident assistants to provide residents with programming on academic skill building.

**Student Success Coaching Initiative**

In April 2016, Frostburg State University engaged in a one-year success coaching pilot project for incoming freshmen with Fidelis, a Learning Relationship Management (LRM) company that facilitates connections between students and faculty/staff mentors, or “success coaches.” The initial goals of the project included: amplifying enrollment yield through entrance coaching; reducing first-year attrition by 5% through mentoring; and creating a quality freshmen experience focused on student engagement, well-being, and strong connections.

The philosophy behind LRM is consistent with research from the 2014 Gallup-Purdue Index Report on college graduates, finding associations between positive college experiences and later well-being, including better workplace engagement. Most importantly, the research discovered a strong relationship among college graduates who report "thriving" in their personal and professional lives with having a positive collegiate experience with an academic mentor.

A success coaching pilot-project was launched as part of Frostburg’s freshman orientation sessions in June 2016, and faculty and staff success coaches were trained by Fidelis and FSU staff on best practices in August as preparation for being matched with students matriculated for the fall 2016 semester.

**Expanding the Academic Success Network Scope**

The Academic Affairs division created a Retention Committee by merging efforts of the University Advisory Council on Retention with those of the Academic Success Network (ASN). With the ASN serving as the nucleus, the Retention Committee also includes at least one key individual from each college and the Chair of the Faculty Senate. The purpose of the Retention Committee is to:

• Review current policies and procedures to promote increased retention of students.

• Recommend initiatives designed to increase student retention.

• Maintain communication with the campus regarding retention initiatives and goals on retention reported to external agencies.

**Predictive Analytics**

Frostburg received enhancement funding for FY 2017 to implement HelioCampus, an analytic software platform that will provide the University with real-time data to better analyze budget expenditures, enrollment trends, academic programs, and other metrics. Access to this information will also allow departments throughout campus to make data-informed decisions that will improve student outcomes and success. The Predictive Analytics Reporting (PAR) Framework and HelioCampus use institutional data to provide powerful dashboards for admissions, financial aid, enrollment, course completion, persistence, retention, and graduation.

**Undergraduate Minority Student Recruitment, Enrollment, Persistence, and Graduation**

Frostburg’s minority student population represented 42.0% of its overall undergraduate population in 2016 (**MFR Objective 2.4**). African-American student headcount also continues to rise (from 29.0% in 2015 to 30.8% in 2016 (**MFR Objective 2.3**). Both of these performance measures meet established MFR benchmarks.

Frostburg strives to maintain its diverse student population by continuing to improve the retention and graduation rates of its minority students. The University’s second-year retention rates for African Americans (83.2%) and minorities (82.3%) continue to exceed that of the total student population (76.8%, **MFR Objectives 2.1, 2.5, and 2.7**). Additionally, the six-year graduation rates for all three of these student groups increased over the reporting period: from 50.3% to 62.0% for African-Americans, from 50.1% to 61.9% for all minorities, and from 55.6% to 61.7% for all first-time students (**MFR Objectives 2.2, 2.6, and 2.8**).

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

**Cultural Diversity of Faculty and Staff**

The University includes in its Cultural Diversity Program several strategies that focus on the effective recruitment, enrollment, and retention of faculty and staff from traditionally underrepresented groups. Over the reporting period, the University experienced slight increases in the percentage of African-American faculty (from 4.3% in 2015 to 4.8% in 2016) and the percentage of female faculty (from 41.0% in 2015 to 41.1% in 2016 – **MFR Objective 3.1**). Both performance measures continue to meet established MFR benchmarks.

**Faculty and Staff Searches**

Beginning in March 2016, all search committees for faculty and staff positions at Frostburg require one member of the committee to be responsible for ensuring that minority outreach is a priority. The Chair of the search committee, when submitting applicants for campus interviews to FSU’s Director of ADA/EEO Compliance, must also submit documentation in regards to the efforts made with this initiative. Suggestions include:

• Establishing relationships with colleagues at Historical Black Institutions (HBI), particularly those institutions that are similar in size and geographic location.

• Contacting colleagues at other institutions and seek nominations of minority students nearing graduation, recipients of fellowships and awards, or other interested persons.

• Stressing the importance of diverse applicants.

• Making personal contacts with minorities at professional conferences and invite them to apply to FSU positions.

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

As outlined in its strategic plan, Frostburg is committed to investing in the renovation and rehabilitation of existing spaces as well as constructing news facilities adapted to 21st Century learning and living. The amount of funding spent on facilities increased significantly over the reporting period (from 0.5% in 2015 to 1.2% in 2016), and the percentage of operating budget reallocation (3%) surpassed the established benchmark (**MFR Objective 4.1**). Also over the reporting period, the University began construction of a new Public Safety Building (to be completed in February 2017), was granted permission from the Board of Regents to renovate its five largest on-campus residence halls, and established a timeline for a new 425-bed residence hall (planning is scheduled to begin in FY 2017 and construction slated for FY 2018). The Cost Containment section at the end of this report outlines expenditure reductions, revenue enhancements, cost avoidances, technological initiatives, and partnerships that helped to contain costs in FY 2016.

**Education and Health Science Center**

Planning funds for an Education and Health Science Center in the amount of $2.5 million were appropriated in FY 2017, and additional funds have been requested for FY 2019. The new center would house most of the programs offered through the College of Education, the College of Liberal Arts and Science’s Professional Health programs, several pre-professional health programs, the Center for Rural Health, and student health and wellness services.

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

**Headcount Enrollment**

Overall student enrollment at Frostburg for the fall 2015 semester was 5,756, representing an increase of 2.0% from the previous year. However, the number of students graduating with a bachelor's degree decreased from 1,028 in 2015 to 963 in 2016.

**Economic Development Initiatives**

As an example of its commitment to be a regional partner in supporting economic development, FSU sponsored a Targeted Industry Initiative study to determine potential industries that might be attracted to Frostburg because of the University and local assets. In July 2016, the University joined the city of Frostburg and the Appalachian Regional Commission (ARC) to fund a contract with a Texas company that will identify what industries are likely to employ FSU graduates and keep them in the area. Frostburg plans to work with Allegany College of Maryland to provide a seamless transition for ACM students who choose to continue their education at FSU. Goals of this study include identifying and leveraging academic programs at Frostburg so they produce graduates suitable for modern industries and designing a marketing campaign that will attract businesses to the area.

Frostburg has also strengthened its relationship with IBM Global Business Services, located at the ATK Center in West Virginia, by hosting a meeting with a leadership team from IBM and Frostburg faculty from the computer science department to develop new internship and employment opportunities for FSU computer science students. Discussions with IBM included on-campus recruiting, establishment of OPT placements for Frostburg’s international students, and the possible funding of a new “IBM Innovation Laboratory” at Frostburg for student and faculty research in computer science and information technology.

**Goal 6: Promote activities that demonstrate the**

**University’s educational distinction.**

**Educational Outreach**

Frostburg continues to provide increased opportunities for students to engage in service learning, volunteerism, and community service. Over the reporting period, student participation in community outreach activities rose from 4,260 in 2015 to 4,566 in 2016 (**MFR Objective 6.2**).

**Accreditation**

In June 2016, Frostburg received the Middle States Commission on Higher Education’s decision on the University’s reaccreditation. As anticipated from the results of the decennial self-study, FSU’s accreditation remains valid; however, MSCHE has requested two monitoring reports on Standards 7 and 12, Institutional Effectiveness and General Education, and a subsequent small team site visit. Frostburg has until March 2017 to document that it has achieved and can sustain compliance.

The College of Business earned continuing accreditation from AACSB International in February 2016, following a rigorous review process. This milestone was achieved with the dedication and commitment of the entire college – its faculty, staff, students, and members of the Advisory Board – and serves as a validation of its efforts to instill and reflect continuous improvement in all facets of its academic culture over the preceding five-year period.

**Ad Hoc University Council**

Shortly after joining FSU in May 2016, President Nowaczyk established an ad hoc University Council to focus on campus-wide planning and to facilitate real-time understanding and discussion of matters affecting the mission and operations of the University. Council members include the President, vice-presidents, three students, three staff members not represented by a collective bargaining unit, and three faculty members.

**National Recognition**

In November 2015, The Economist Magazine rated FSU in the top 8% (101 out of 1,275) of four-year schools for enhancing its graduates’ earnings potential significantly more than expected for similar schools. Also in November 2015, the Brookings Institute gave the University a score of 78 out of a possible 100 among all four-year schools nationwide, placing Frostburg in the top 25% in terms of value added to earnings potential.

In July 2016, FSU was rated one of America’s 2016-2017 “Best Value Colleges” in MONEY Magazine’s analysis of the best-performing colleges and universities in the country. The magazine combined the most accurate available pricing estimates and graduates’ likely earnings with a unique analysis of the “value” added by a college compared to peer institutions. The analysis measured 24 separate factors within three categories: educational quality, affordability and outcomes.

In addition, Frostburg was ranked 113 among all four-year public colleges and universities studied in terms of lowest average student debt per borrower in LendEDU’s August 2016 “Student Loan Debt Ranking.” Among all 1,360 public and private colleges and universities that LendEDU studied, FSU ranked 227 in total average student debt. For the Class of 2015, FSU’s graduates had the second-lowest student debt of the 21 Maryland schools examined by the organization.

**Campus Response to Questions Raised by the Commission**

*Objective 2.6: Attain and preserve a six-year graduation rate of African-American students at 54% through 2019. Commission assessment: The University’s graduation rate for African American students has hovered between 47.4% and 53.0% for the past several years, with a 50.3% six-year graduation rate for African American students in the 2014-2015 academic year. Describe the factors the University has identified that affect students’ progress, provide evidence related to these factors, and identify strategies for addressing these obstacles.*

There are four general factors that affect African-American students’ progress at Frostburg: academic readiness, social capital, financial concerns, and community climate.

**Academic Readiness**

High school grade point averages and SAT scores show that African-American students arrive at Frostburg with less academic preparation than other students. Strategies in place to assist with academic readiness include placement testing, developmental courses, tutoring and student support services, and early alert systems.

At FSU, the reading, writing, and mathematics skills of all incoming students are assessed, and those falling below requirements are enrolled in appropriate Freshman Composition and/or Developmental Mathematics sections. One of the developmental mathematics courses was redesigned in 2011 to address low pass rates, particularly among African-American students. Since the redesign, pass rates have improved significantly. In 2015, the English Department created a one-credit course to complement Freshman Composition in an effort to better serve students who test at the lowest level on the English placement test.

Individual and peer tutoring services are available for 100- and 200-level courses in the areas of mathematics, natural and computer sciences, and business courses. For assistance with other courses, as well as time/workload management, and test preparation, students can participate in the Peer Assisted Learning program or visit the writing center. The federally-funded TRiO Student Support Services program also provides a broad array of services to eligible first-generation, low-income students, including professional tutoring.

Frostburg has two early alert systems that help to identify students who may require additional support. Firstly, the Freshman Progress Survey, which is administered each fall and spring term, asks faculty to complete a brief survey for each freshman regarding any obstacles to student progress. These surveys are returned to students’ advisors for follow up. Secondly, the Beacon early alert system connects all faculty, advisors, athletic coaches, and academic support staff with their students and provides an opportunity to communicate concerns regarding students’ academic behavior.

**Social Capital**

The majority of African American freshmen at Frostburg (50.4% in 2015) are first generation students who require more guidance and support than those who have at least one parent or guardian who graduated from college. Strategies that provide built-in academic and social support for first-generation students include:

* Requiring first-time students to choose a Learning Connection based on interest in a particular major or area of study.
* Having Introduction to Higher Education (ORIE) instructors serve as academic advisors for freshmen throughout their first semester and until they choose a major.
* Providing academic enrichment workshops designed to enhance students’ academic skills and social connections.
* Publishing eight-semester plans for every major to help students understand degree requirements and create an individualized plan for degree completion.
* Providing academic advising for near-completers who have “stopped-out” from the University in an effort to direct them to efficient pathways to graduation.

**Financial Concerns**

Based on family income, the majority of African-American students (57.6%) at Frostburg in 2015 were defined as Pell-eligible. Since this has been a trend over the last several years, FSU has begun training instructors regarding how to inform students of basic financial aid requirements, specifically the rules for satisfactory academic progress that affect students’ eligibility to receive federal aid. Since the FAFSA filing date has moved to October, ORIE instructors are now trained to emphasize the importance of completing paperwork early so that students receive the best award possible. In addition, financial literacy is a recommended topic for all ORIE instructors to include in their curricula.

**Community Climate**

Frostburg State University is located in Allegany County, whose residents are only 8.2% African American, according to the 2015 Census. Implications from an internal report (*Sustaining Campus and Community*, 2014) stress the importance of improving working relationships with local landlords, law enforcement, and community members. Efforts designed to improve the community climate for all students include:

* The Center for Diversity, Equity, and Inclusion, which fosters a sense of community among students of all ages, economic backgrounds, ethnicities, gender identities, races, religions, sexual orientation, and national origins.
* Requiring all freshmen to attend a two-hour National Coalition Building Institute workshop as part of the ORIE course to help students develop coalitions and reframe issues to work on common ground.
* A series of dialogs sponsored by the Maryland Judiciary’s Mediation and Conflict Resolution Office (MACRO), Frostburg State University, and Mountainside Community Mediation Center (MCMC) conducted with students, staff, and, townspeople to discuss concerns about cultural tensions.
* Student organizations that address the needs of African American students, such as the Black Student Alliance, the African-American Studies Society, and the NAACP College Chapter, which enhance the cultural enrichment of the campus community.
* An annual, off-campus full-weekend diversity retreat, which open to all FSU students and provides an opportunity for students, staff, and faculty to openly discuss similarities and differences and learn to appreciate both.

**COST CONTAINMENT**

**FY 2016**

Frostburg State University developed new methods and used continued past practices to contain costs and increase revenue in fiscal year 2016. The specific actions taken by FSU in FY 2016 are listed below.

**Item Description Savings/Revenue Generated**

Savings realized in discount advertising for fourth consecutive year $18,000

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 $2,000

Renegotiated snack vending machine contract $3,000

Renegotiated printer contracts to reduce monthly rental in Printing Services $1,000

Renegotiated water surcharge with the City of Frostburg $30,000

Completed curricular transformation in multiple areas - reduced sections $58,000

Realized savings from bringing a HR Skillpath conference to campus $20,000

In-house Leadership Conference sponsored by HR –utilized internal specialists $60,000

Internal Leadership/Development Series – developed internal program in-house $60,000

Utilized the Diners Club travel card program $2,000

Develop in-house interface between PeopleSoft and Blackboard $7,000

Savings realized in Conferences & Events by utilizing group advertising $2,000

Restructured staffing in Academic Affairs (combined two departments into one) $44,000

Reallocated funding internally to support the new Academic Support Network $72,000

Restructured staffing in the University Bookstore $165,000

Eliminated a position in the Mail Department $74,000

Reduced utilities from replacing all fluorescent lamps in PAC with LEDs refund $45,000

Realized savings from the use of energy efficient lighting systems $17,000

Recognized savings from shower head replacement on campus $10,000

Installed natural gas heaters instead of electric heat pumps in the Press Box $10,000

Partnered w/ Allegany County to provide enhanced bus service to FSU students $29,000

Signed contract with US Cellular to build a cell phone tower on campus $16,000

Realized net profits from Morgan Wootten basketball camp $150,000

Partnered with USM Hagerstown Center $100,000

Realized savings from installation of occupancy sensors on campus $6,000

Participation in the demand/response program for electrical consumption $16,000

Realized savings from implementation of e-billing $200,000

Student Affairs Division developed electronic versions of student files $4,000

Utilized Advance data system $4,000

Utilized an existing software package for the campus alert system $7,000

Developed Student & Educational Services Division on-line forms $5,000

Replaced Framptom Hall with energy efficient roof & air-cooled chiller $4,000

Savings from new laundry contract with high efficient laundry machines $13,000

Savings from added insulation under the roof of three existing buildings $3,000

Savings from replacing micro-fridges with energy star rated equipment $10,000

Reduce the need for submitting paper request forms in Printing Services $1,000

Developed You Tube training videos $3,000

Realized savings from switching to virtual servers $30,000

Saved using payroll direct deposit and online access to pay information $6,000

Created an efficient parking interface and produced electronic 1099T forms $7,000

Realized savings from on-line efforts in Human Resources $6,000

In-house labor for Higher One conversion $8,000

In-house labor for PACS $13,000

Savings from moving RADIUS service from two end-of-life servers to Microsoft $34,000

Implementation of HR web-based recruitment and retention software $5,000

Electronic onboarding in Human Resources $8,000

Reduced cost of training by taking advantage of virtual training for Palo Alto $2,000

Increased direct deposit usage for student refunds by 60% $4,000

Decrease candidate expense through the purchase of Skype $34,000

Savings realized by submitting State transmittals by CD $3,000

Savings from eliminating watermarked letterhead from the storeroom inventory $3,000

Implemented new, lower cost backup software $3,000

Reorganized the room assignment matching system used by Residence Life $1,000

Savings realized via elimination of the costs of printing/postage - faculty contracts $1,000

Savings realized via reduction of faculty course-reassigned times $73,000

Savings realized by reduction in faculty stipend $13,000

Income derived from providing fingerprinting services FSU/external community $34,000

Savings realized from restructuring the Office of the Provost $65,000

Utilize consortium trainings in the Counseling & Psychological Services area $6,000

Implemented an internship program for doctoral students vs f/t psychologist $142,000

Savings realized from hiring psychiatric nurse practitioner instead of psychiatrist $11,000

Eliminated a full-time position shared by SCI and Conferences & Events $27,000

In-house labor to do construction projects on campus $20,000

Reduced amount of money spent on continuing education units Counseling Ctr. $2,000

Reorganized positions in Payroll/Perkins Loans and University Billing $70,000

Savings realized from reduced tipping fees due to newly implemented composting $5,000

Installed network security device which allowed us to eliminate systems $16,000

Replaced log management system with a new product $18,000

In-house labor for software interface to Academic Works $5,000

In-house labor for software interface to PACS CT project $20,000

Electronic faculty paper evaluation form $40,000

New password management software reduced staffing needs at Help Desk $10,000

Automated account process $9,000

Automated account creation and eliminated software $2,000

Replace mobile app with lower cost solution $25,000

Eliminated unnecessary cell phones $8,000

Changed wireless authentication method $1,000

Total $2,184,000

Frostburg State University recognized expenditure reductions, revenue enhancements, cost avoidances, technological initiatives and partnerships to contain costs for FY 2016. These actions total $2,184,000 for the University.