

# USM - Frostburg State University

## MISSION

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

## VISION

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

## KEY GOALS, OBJECTIVES, AND PERFORMANCE MEASURES

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

**Obj. 1.1** Increase the number of STEM (science, technology, engineering, mathematics) program graduates from 150 in 2014 to 170 in 2019.

**Obj. 1.2** Increase the number of teacher education graduates above the 2014 level of 129 by 2019.

**Obj. 1.3** Increase the number of baccalaureate-level nursing graduates from 51 in 2014 to above 105 by 2019.

**Obj. 1.4** Through 2019 maintain the number of students enrolled in courses delivered off campus at a level equal to or greater than the 2014 level of 6,769.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Number of undergraduates enrolled in STEM programs	913	949	925	804	759	770	780
Number of graduates of STEM programs (annually)	140	128	150	169	169	170	175
Number of undergraduates and Master of Arts (MAT) post-bachelor's enrolled in teacher education	423	414	322	274	265	280	300
Number of undergraduates and MAT post-bachelor's completing teacher training	126	113	95	96	105	110	115
Pass rates for undergraduates and MAT post-bachelor's on Praxis II exam	97%	98%	96%	98%	98%	98%	99%
Number of undergraduates enrolled in Nursing (RN to BSN) program	375	457	445	468	483	485	490
Number of graduates of the Nursing (RN to BSN) program	97	139	155	147	160	150	145
Number of Nursing (RN to BSN) program graduates employed in Maryland	76	97	124	127	136	126	123
Number of annual off-campus course enrollments	7,830	8,268	8,419	8,562	10,157	10,160	10,165

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

- Obj. 2.1** Increase the second-year retention rate of all undergraduates from 77 percent in 2014 to 78 percent in 2019 and the six-year graduation rate from 56.0 percent in 2014 to 61.7 percent in 2019.
- Obj. 2.2** By 2019, maintain the percentage of African-American undergraduates at a level equal to or greater than the 2014 level of 27 percent.
- Obj. 2.3** By 2019, sustain the percentage of minority undergraduates at a level equal to or greater than the 2014 level of 36.5 percent.
- Obj. 2.4** Maintain the second-year retention rate of African-American students at a level equal to or greater than the 2014 level of 80 percent.
- Obj. 2.5** Attain and preserve a six-year graduation rate of African-American students at 54 percent through 2019.
- Obj. 2.6** Increase the second-year retention rate of minority students from 78 percent in 2014 to 80 percent in 2019.
- Obj. 2.7** Realize and maintain a six-year graduation rate for minority students of 52 percent through 2019.
- Obj. 2.8** Maintain the approximate percentage of economically disadvantaged students at 60 percent through 2017.

<b>Performance Measures</b>	<b>2015 Act.</b>	<b>2016 Act.</b>	<b>2017 Act.</b>	<b>2018 Act.</b>	<b>2019 Act.</b>	<b>2020 Est.</b>	<b>2021 Est.</b>
Second-year retention rate at FSU all students	74.8%	76.8%	76.7%	73.7%	76.7%	77.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for all students	55.6%	61.7%	55.2%	57.3%	58.1%	59.0%	60.0%
Percent African-American (Fall undergraduate in fiscal year)	29.0%	30.8%	31.4%	31.4%	31.2%	32.0%	33.0%
Percent minority (Fall undergraduate in fiscal year)	39.7%	42.0%	43.8%	43.7%	42.5%	43.0%	44.0%
Second year retention rate at FSU for African-American students	79.4%	83.2%	78.2%	71.3%	76.4%	77.0%	78.0%
Six-year graduation rate from FSU (or another public university in Maryland) for African-American students	50.3%	62.0%	48.8%	59.2%	55.6%	56.0%	57.0%
Second-year retention rate at FSU for minority students	77.8%	82.3%	76.8%	69.4%	73.9%	75.0%	76.0%
Six-year graduation rate from FSU (or another public university in Maryland) for minority students	50.1%	61.9%	51.3%	56.2%	55.7%	57.0%	58.0%
Percent of economically disadvantaged students	60.0%	60.7%	61.6%	61.9%	61.2%	62.0%	62.0%

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

**R30B26**

**<http://www.frostburg.edu/>**

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- Obj. 3.1** Attain greater faculty diversity: women from 40 percent in 2014 to 42 percent in 2019; African-Americans from 3.6 percent in 2014 to 4.5 percent in 2019.
- Obj. 3.2** Increase the number of programs awarded professional accreditation (e.g., the National Council for Accreditation of Teacher Education and the Association to Advance Collegiate Schools of Business) from 9 in 2014 to 10 by 2019.
- Obj. 3.3** By the 2017 survey year, maintain or surpass the satisfaction of graduates with education received for work at the 2014 level of 92 percent.
- Obj. 3.4** By the 2017 survey year, maintain the percentage of satisfaction with education for graduate/professional school at the 2014 level of 100 percent.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Faculty diversity: Women (full-time faculty)	41%	41%	42%	44%	42%	43%	44%
African-American (full-time faculty)	4.3%	4.8%	3.9%	4.0%	4.6%	4.9%	5.0%
Achievement of professional accreditation by program	9	9	10	10	11	11	11
Satisfaction with education for work (triennial survey)	N/A	N/A	91%	N/A	N/A	92%	N/A
Satisfaction with education for graduate or professional school (triennial survey)	N/A	N/A	100%	N/A	N/A	100%	N/A

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

- Obj. 4.1** Maintain effective use of resources through 2019 by allocating at least two percent of replacement costs to facilities renewal and achieve at least two percent of operating budget for reallocation to priorities.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Percent of replacement cost expended in facility renewal	0.5%	1.2%	1.6%	2.3%	2.6%	2.6%	2.6%
Rate of operating budget reallocation	10.0%	3.0%	3.0%	3.0%	TBD	TBD	TBD

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

- Obj. 5.1** Increase the percentage of graduates employed one year out from 80 percent in survey year 2014 to 97 percent in survey year 2017.
- Obj. 5.2** Prepare graduates to obtain higher initial median salaries from \$35,700 in 2014 to \$36,800 in 2017.
- Obj. 5.3** Sustain or increase the number of economic development initiatives established in 2015 (11) through 2019.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Headcount enrollment (Fall total in fiscal year)	5,645	5,756	5,676	5,396	5,294	5,351	5,451
Number of graduates with a bachelor's degree	1,028	963	1,061	1,026	1,077	1,080	1,085
Number of graduates working in Maryland (triennial survey)	N/A	N/A	467	N/A	N/A	500	N/A
Percent of graduates employed one year out (triennial survey)	N/A	N/A	96%	N/A	N/A	97%	N/A
Median salary of graduates (triennial survey)	N/A	N/A	\$41,241	N/A	N/A	\$42,500	N/A
Number of initiatives	11	11	10	8	7	10	10

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

- Obj. 6.1** Through 2019, continue participation in the system campaign goal.
- Obj. 6.2** Increase student's involvement in community outreach from 4,121 in 2014 to 4,308 in 2019.

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**Obj. 6.3** Increase the number of faculty awards from 20 in 2014 to 23 in 2019.

**Obj. 6.4** Sustain the Regents' goal of 7 to 8 course units taught by full-time equivalent (FTE) Core Faculty through 2019.

**Obj. 6.5** Through fiscal year 2019 sustain the number of days spent in public service per FTE Faculty is at least 11 as recorded in fiscal year 2015.

Performance Measures	2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.
Funds raised in annual giving (\$ millions)	\$2.2	\$2.1	\$3.1	\$3.2	\$3.6	\$3.4	\$3.7
Number of students involved in community outreach	4,260	4,566	4,610	3,801	4,506	4,550	4,600
Number faculty awards	14	17	14	19	19	20	20
Course units taught by FTE core faculty	7.5	7.3	7.3	7.3	7.1	7.6	7.6
Days of public service per FTE faculty	11.0	9.6	9.0	8.1	10.2	11.0	11.0

MFR SUBMISSION FOR FISCAL YEAR:

IDENTIFIERS		Code	MFR Data Performance Measure	Program Code							
Goal Number	Objective Number			2015 Act.	2016 Act.	2017 Act.	2018 Act.	2019 Act.	2020 Est.	2021 Est.	CY/FY/FFY? (ex. X00A01.01)
		M101	Number of undergraduates enrolled in STEM programs	913	949	925	804	759	770	780	FY
		M102	Number of graduates of STEM programs (annually)	140	128	150	169	169	170	175	FY
		M103	Number of undergraduates and Master of Arts (MAT) post-bachelor's enrolled in	423	414	322	274	265	280	300	FY
		M104	Number of undergraduates and MAT post-bachelor's completing teacher training	126	113	95	96	105	110	115	FY
		M105	Pass rates for undergraduates and MAT post-bachelor's on Praxis II exam	97%	98%	96%	98%	98%	98%	99%	FY
		M106	Number of undergraduates enrolled in Nursing (RN to BSN) program	375	457	445	468	483	485	490	FY
		M107	Number of graduates of the Nursing (RN to BSN) program	97	139	155	147	160	150	145	FY
		M108	Number of Nursing (RN to BSN) program graduates employed in Maryland	76	97	124	127	136	126	123	FY
		M109	Number of annual off-campus course enrollments	7,830	8,268	8,419	8,562	10,157	10,160	10,165	FY
		M201	Second-year retention rate at FSU all students	74.8%	76.8%	76.7%	73.7%	76.7%	77.0%	78.0%	FY
		M202	Six-year graduation rate from FSU (or another public university in Maryland) for e	55.6%	61.7%	55.2%	57.3%	58.1%	59.0%	60.0%	FY
		M203	Percent African-American (Fall undergraduate in fiscal year)	29.0%	30.8%	31.4%	31.4%	31.2%	32.0%	33.0%	FY
		M204	Percent minority (Fall undergraduate in fiscal year)	39.7%	42.0%	43.8%	43.7%	42.5%	43.0%	44.0%	FY
		M205	Second year retention rate at FSU for African-American students	79.4%	83.2%	78.2%	71.3%	76.4%	77.0%	78.0%	FY
		M206	Six-year graduation rate from FSU (or another public university in Maryland) for f	50.3%	62.0%	48.8%	59.2%	55.6%	56.0%	57.0%	FY
		M207	Second-year retention rate at FSU for minority students	77.8%	82.3%	76.8%	69.4%	73.9%	75.0%	76.0%	FY
		M208	Six-year graduation rate from FSU (or another public university in Maryland) for r	50.1%	61.9%	51.3%	56.2%	55.7%	57.0%	58.0%	FY
		M209	Percent of economically disadvantaged students	60.0%	60.7%	61.6%	61.9%	61.2%	62.0%	62.0%	FY
		M301	Faculty diversity: Women (full-time faculty)	41.0%	41.1%	42.1%	43.8%	42.4%	43.0%	43.5%	FY
		M302	African-American (full-time faculty)	4.3%	4.8%	3.9%	4.0%	4.6%	4.9%	5.0%	FY
		M303	Achievement of professional accreditation by program	9	9	10	10	11	11	11	FY
		M304	Satisfaction with education for work (triennial survey)	N/A	N/A	91%	N/A	N/A	92%	N/A	FY
		M305	Satisfaction with education for graduate or professional school (triennial survey)	N/A	N/A	100%	N/A	N/A	100%	N/A	FY
		M401	Percent of replacement cost expended in facility renewal	0.5%	1.2%	1.6%	2.3%	2.6%	2.6%	2.6%	FY
		M402	Rate of operating budget reallocation	10%	3%	3%	3%	TBD	TBD	TBD	FY
		M501	Headcount enrollment (Fall total in fiscal year)	5,645	5,756	5,676	5,396	5,294	5,351	5,451	FY
		M502	Number of graduates with a bachelor's degree	1,028	963	1,061	1,026	1,077	1,080	1,085	FY
		M503	Number of graduates working in Maryland (triennial survey)	N/A	N/A	467	N/A	N/A	500	N/A	FY
		M504	Percent of graduates employed one year out (triennial survey)	N/A	N/A	96%	N/A	N/A	97%	N/A	FY
		M505	Median salary of graduates (triennial survey)	N/A	N/A	\$41,241	N/A	N/A	\$42,500	N/A	FY
		M506	Number of initiatives	11	11	10	8	7	10	10	FY
		M601	Funds raised in annual giving (\$ millions)	\$2.2	\$2.1	\$3.1	\$3.2	\$3.6	\$3.4	\$3.7	FY
		M602	Number of students involved in community outreach	4,260	4,566	4,610	3,801	4,506	4,550	4,600	FY
		M603	Number faculty awards	14	17	14	19	19	20	20	FY
		M604	Course units taught by FTE core faculty	7.5	7.3	7.3	7.3	7.1	7.6	7.6	FY
		M605	Days of public service per FTE faculty	11.0	9.6	9.0	8.1	10.2	11.0	11.0	FY

	PERFORMANCE DISCUSSION	STRATEGIES	DATA DEVELOPMENT				
	Use this column to discuss performance on per measure basis.	Use this column to include strategies for measures reported in the State Plan.	Type (input, output, outcome, quality, efficiency)	Description and Definitions of Terms	Data Source/Provider of Data	Document or Database Source	Contact Information
Endnotes / Comments	See the separately submitted narrative assessment/performance discussion			Number of undergraduate students	EIS	EIS	
	See the separately submitted narrative assessment/performance discussion			Number of bachelor's degree completions	DIS	DIS	
	See the separately submitted narrative assessment/performance discussion			The number of undergraduate students who completed a Title II program		Title II	
	See the separately submitted narrative assessment/performance discussion			Number of undergraduate students who completed a Title II program	Title II	Institutional	
	PRAXIS II program completions are based on the separately submitted narrative assessment/performance discussion			Pass Rate for Praxis II	ETS	ETS	
	See the separately submitted narrative assessment/performance discussion			The number of students who completed a Title II program	EIS	EIS	
	See the separately submitted narrative assessment/performance discussion			Number of graduates who completed a Title II program	DIS	DIS	
	See the separately submitted narrative assessment/performance discussion			Number of graduates who completed a Title II program	Engineering Department	Nursing Department	
Off campus duplicative course enrollments for FY (sum of all)	See the separately submitted narrative assessment/performance discussion			#####	Institutional	Off Student Information System	
Second-year retention rates are based upon the percentage of students who return the following year	See the separately submitted narrative assessment/performance discussion			The percentage of first-time, full-time degree-seeking undergraduates who return the following year			
	See the separately submitted narrative assessment/performance discussion			Six year graduation rate	MHEC:EIS, DISM	MHEC:EIS, DISM	
	See the separately submitted narrative assessment/performance discussion			Minority: African American	EIS	EIS	
	See the separately submitted narrative assessment/performance discussion						
using old method for comparison purposes	See the separately submitted narrative assessment/performance discussion			The percentage of first-time, full-time degree-seeking undergraduates who return the following year			
using old method for comparison purposes	See the separately submitted narrative assessment/performance discussion			Graduation rate in MHEC	EIS/DIS	MHEC: EIS/DIS	
	See the separately submitted narrative assessment/performance discussion			Second year retention rate in MHEC	EIS/DIS	MHEC: EIS/DIS	
	See the separately submitted narrative assessment/performance discussion			Graduation rate in MHEC	EIS/DIS	MHEC: EIS/DIS	
	See the separately submitted narrative assessment/performance discussion			Number of degrees conferred in MHEC	Common Data Set	Common Data Set	
Cumulative number of program accreditations at the University of South Florida	See the separately submitted narrative assessment/performance discussion			Faculty Diversity	Institution EDS	Institution EDS	
	See the separately submitted narrative assessment/performance discussion			Faculty Diversity	Institution EDS	Institution EDS	
	See the separately submitted narrative assessment/performance discussion			Faculty achievement	Institution	Institution	
	See the separately submitted narrative assessment/performance discussion			Student satisfaction with education	MHEC Alumni Survey	MHEC Alumni Survey	
Triennial measure	See the separately submitted narrative assessment/performance discussion			Student satisfaction with education	MHEC Alumni Survey	MHEC Alumni Survey	
FY 2019 actual and 2020/2021 estimates unavailable unless otherwise noted	See the separately submitted narrative assessment/performance discussion			% of replacement of faculty	USM Office of Human Resources	USM Office of Capital Budget	
	See the separately submitted narrative assessment/performance discussion			Rate of operating efficiency	Efficiency Efforts	Efficiency Efforts of the USM	
Triennial measure	See the separately submitted narrative assessment/performance discussion			Headcount enrollment	EIS	EIS	
	See the separately submitted narrative assessment/performance discussion			Total bachelor's degrees conferred	DIS	DIS	
	See the separately submitted narrative assessment/performance discussion			Number of graduates who completed a Title II program	MHEC Follow Up	MHEC Follow Up Graduate Survey	
	See the separately submitted narrative assessment/performance discussion			Percent of graduates who completed a Title II program	MHEC Follow Up	MHEC Follow Up Graduate Survey	
Triennial measure	See the separately submitted narrative assessment/performance discussion			Median salary of graduates	MHEC Follow Up	MHEC Follow Up Graduate Survey	
Cumulative number of initiatives attracted to FSU.	See the separately submitted narrative assessment/performance discussion			Number of initiatives	Institutional	Institutional	
Number of students involved in community outreach is based on the number of students who participate in community outreach activities	See the separately submitted narrative assessment/performance discussion			Funds raised in a UMF/VSE Report	UMF/VSE Report		
	See the separately submitted narrative assessment/performance discussion			Number of students involved in community outreach	Volunteerism & National Service Act		
	See the separately submitted narrative assessment/performance discussion			Faculty achievement	Institutional	Institutional	
	See the separately submitted narrative assessment/performance discussion			Course Units Taught	USM Faculty Workload Report	USM Faculty Workload Report	
	See the separately submitted narrative assessment/performance discussion			Days of public service	USM Faculty Workload Report	USM Faculty Workload Report	

DEFINITIONS AND CONTROL PROCEDURES						
Method of data collection	Frequency of data collection	Report Timeframe	Calculation method(s) or formula(s)	Data Accuracy and Reliability	Qualifications, limitations, or areas needing improvement	Benchmarks (if applicable)
#####	Every Fall	FY 15: Fall 14FY	STEM enrollment data are collected	Expansion of inputs to include health sciences and nursing		
SIS	Academic Year	FY 15: Sum 14+	F STEM undergraduates that received the award of a degree during the degree year of 2018-19. The programs are consistent with those defined in number 1 and adhere to the Degree Data procedures listed below in number 13. Use definition			
Title II	Every Fall	FY 15: Fall 14FY	Teacher education enrollment data are collected at fall census based on the student data procedures detailed below in <b>number 4</b> . Students select the teacher education major on their admissions application or through the change of major p			
Title II	Academic Year	FY 15: Sum 14+	F Teacher education undergraduates and graduates who received the award of a degree during the degree year of 2018-19. The programs are consistent with those defined in number 2 and adhere to the Degree Data procedures listed below			
ETS	Annual	FY 14: Summer 12+	Fall 12+Spring 13 FY 15: Summer 13+Fall 13+Spring 14 FY 16: Summer 14+Fall 14+Spring 15 FY 17: Summer 15+Fall 15+Spring 16 FY 18: Summer 16+Fall 16+Spring 17 FY 19: Summer 17+Fall 17+Spring 18 FY20: Summer 19+Fall			
RN – BSN Nursi	Every Fall	FY 15: Fall 14FY	RN – BSN Nursing enrollment data are collected at fall census based on the student data procedures detailed below in number 4. FSU tracks RN to BSN Nursing majors through the Semester Enrolled Population Research File (M403/P409)			
RN – BSN Nursi	Fiscal Year basi	Fiscal Year	RN to BSN Nursing undergraduates that received the award of a degree during the degree year of 2018-19.			
Self Report	Annual	Annual	Reported by department.			
SIS	Academic Year	Academic Year	AIR uses data extracted from the FSU's student administration system - PeopleSoft Administrative Workflow System (PAWS) on the official semester census day to create a Course File which is then used for subsequent course inquiries. Di			
who re-enrolled at Frostburg State University. Minority Retention rate of all first-time, full-time undergraduates and not just first-time, full-time freshmen are included. Retention rate is the percentage of first-time, full-time undergraduates who re-enrolled at Frostburg State University one year after						
MHEC:EIS, DIS	First time cohort	FY 15: cohort of 2	Data for fiscal year actuals are taken from an annual report prepared each spring by the Maryland Higher Education Commission for the public four- year institutions in Maryland showing the second-year retention rate for all students, second			
EIS	Fiscal Year	FY 15: Fall 14FY	Minority undergraduate enrollment data is selected from the student data defined in number 4 above. Minority undergraduate enrollment definitions are established by USM, MHEC, and the U.S. Department of Education's Integrated Postsec			
who re-enrolled at Frostburg State University.						
Data for fiscal year actuals are taken from an annual report prepared each spring by the Maryland Higher Education Commission for the public four- year institutions in Maryland showing the second-year retention rate for all students, second-year retention rate for minority students, second-yea						
Data for fiscal year actuals are taken from an annual report prepared each spring by the Maryland Higher Education Commission for the public four- year institutions in Maryland showing the second-year retention rate for all students, second-year retention rate for minority students, second-yea						
Data for fiscal year actuals are taken from an annual report prepared each spring by the Maryland Higher Education Commission for the public four- year institutions in Maryland showing the second-year retention rate for all students, second-year retention rate for minority students, second-yea						
Common Data S	Fiscal Year	FY 15: Fall 14FY	Financial need is defined as: financial need (from line H2c of the Common Data Set 2018-2019) divided by the total number of degree-seeking undergraduates. (Line H2a). Undergraduate students included are the number of degree-seeking			
SIS EDS	Annual	FY 16: Fall 15				
SIS EDS	Annual	FY 15: Fall 14FY 16: Fall 15FY 17: Fall 16FY 18: Fall 17FY 19: Fall 18FY 20: Fall 19(est.)FY 21: Fall 20(est.)				
Definitions from	Annual	Annual	Awards, honors, and distinctions – any awards, stemming from a wide variety of areas, granted by something or someone external			
MHEC Alumni Survey	Every three years	Every three years	The percentage of bachelor's degree recipients employed full-time within one year of graduation and who rated their education as excellent, good, or adequate (fair) preparation for their job.			
MHEC Alumni Survey	Every three years	Every three years	The percentage of bachelor's degree recipients who rated their preparation for advanced education as excellent, good or adequate (fair).			
#####	Fiscal Year	Fiscal Year	Data are taken by AIR directly from the USMO's spreadsheet labeled "University System of Maryland Managing for Results Additional Information." The value definitions are Operating Facilities Renewal = amount EXPENDED in Object 14 (s			
Efficiency includ	Fiscal Year	Fiscal Year	Fiscal and Business Affairs Section VIII-10.10			
<b>Student Data:</b>						
E	Every Fall	FY 15: Fall 14FY 16: Fall 15FY 17: Fall 16FY 18: Fall 17FY 19: Fall 18FY 20: Fall 19(est.)FY 21: Fall 20(est.)				
The number of s	Fiscal Year	Fiscal Year	Degree Data: The degree data is reported each July to USM, MHEC, and each spring the U.S. Department of Education (ED) using definitions established by the ED. The M416 Degree File is produced at the end of each fiscal year (FY file			
Alumni Survey	Every three year	Every three years	The percentage of bachelor's degree recipients from who held full- or part-time jobs in Maryland within one year of graduation as derived from the follow up survey of graduates			
Alumni Survey	Every three years	Every three years	The percentage of bachelor's degree recipients from who held full- or part-time jobs within one year of graduation as derived from the follow up survey of graduates			
Alumni Survey	Every three years	2017 Actual- 2C	Data are taken from the Alumni Follow-up Survey, sponsored by MHEC, and reported to both MHEC and the USM. Because alumni data are reported in ranges, the SAS univariate procedure was used. The univariate performs parametric an			
Work with state a	Annual	2020 & 2021 Es	Self-Reported			
UMF/VSE Report	Fiscal Year	Fiscal Year	Campaign cumulative total as of the end of each FY.			
Institutional	Annual	Annual	The University's Center for Volunteerism and National Service provides opportunities for Frostburg students and faculty to engage in effective and needed community service, volunteerism, service-learning, and national service activities in v			
News and Media	Annual	Annual	Awards, honors, and distinctions – any awards, stemming from a wide variety of areas, granted by something or someone external.			
Non-Instructiona	Annual	Annual	The total number of course units taught on load by each type of core faculty. All graded instructional activity and advising should be converted to 3-credit equivalent units.			
Non-Instructiona	Annual	Annual	Days spent in public service with public school systems, government agencies, non-profit organizations, and businesses. FTE faculty. The number of headcount faculty adjusted to reflect their assignment to the department. For example, fa			

rocess. The Office of Assessment and Institutional Research (AIR) verifies enrollment in the secondary teacher education program by reviewing students' course enrollment pattern. All secondary education majors have completed at least one of the following: EDUC200 EDUC201 EDUC202 ED  
in number 13. Students select the teacher education major on their admissions application or through the change of major process. The Office of Assessment and Institutional Research verifies enrollment in the secondary teacher education program by reviewing students' course enrollment patte

stance education and off campus enrollment is calculated by counting all enrollment generated by a course in the summer, fall, and spring semesters. Included is the number of enrollments in courses offered off campus and/or through the Internet, IVN, etc. This is not an unduplicated count, but

l-year retention rate for minority students, second-year retention rate for African-American students, six-year graduation rate for all students, six-year graduation rate for all minority students, and six-year graduation rate for all African-American students. A report is prepared by MHEC and sent to th

r retention rate for African-American students, six-year graduation rate for all students, six-year graduation rate for all minority students, and six-year graduation rate for all African-American students. A report is prepared by MHEC and sent to the USMO and each campus. MHEC defines the cohort  
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full-time and less-than-full-time undergraduates who applied for and were awarded financial aid from any source. CDS definitions typically align with the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). The population is reported as unit record submissi

state supported only - BOR book actual year) and Capital Facilities Renewal = amount included in the Academic Revenue Bonds for facilities renewal. Facilities renewal is the planned renovation, adaptation, replacement, or upgrade of the systems of a capital asset during its life span such that it

contains degrees awarded for Aug, Dec, Jan, May) and is based on MHEC's DIS (M413). This file contains degree related academic data for each student graduating in the fiscal year. It facilitates research based on the same data as reported to MHEC. The collection satisfies the requirement for

iculty who held a joint appointment in another department or USM institution, and part-time tenured/tenure-track faculty, should be reported as a fraction based on their appointment to the reporting department. Also, if a faculty member is on sabbatical for a full year and is paid at half rate, then he



rms. Early Childhood and Elementary majors self select their program of study through the admission process. All secondary education majors have completed at least one of the following: EDUC200 EDUC201 EDUC202 EDUC308 PHEC497 ELED303 EDUC410 EDUC409 ELED403 EDUC4

the total sum of enrollments in all distance education and off campus courses. The course file is produced each fall, Intersession, spring and summer semester on the SIS "census date". This file is used as input to produce course unit level file containing the total number of credit hours and cour

re USMO and each campus. MHEC defines the cohort as: (Retention and Graduation Rates at Maryland Public Four-Year Institutions, MHEC 2014). "...Figures for the entering class of 1996 and beyond include changes resulting from the development of the Federal Graduation Rate Survey (GRS

on and is defined as any undergraduate student who submitted a FAFSA. This data entry is performed in the Office of Financial Aid and they are solely responsible for its accuracy. The data is reported through the Financial Aid Information System (FAIS) which provides information and will supp

a "degree" file extract to be made at the time data is extracted for reporting to MHEC. The detailed student information is data entered by The Office of Admissions, Office of Graduate Services, the Office of the Registrar, academic departments, and other access points. This file contains one rec

45 ELED495 SCED496 EDUC497 EDUC300 EDUC392 EDUC391 ELED307 ELED494 EDUC447 EDUC300. In addition, the Office of Assessment and Institutional Research and the Office of Field Experiences in the College of Education collaborate in

Section Title in "All Data" tab	Column Title in "All Data" tab
IDENTIFIERS	Goal Number
	Objective Number
DATA DEFINITION AND CONTROL PROCEDURES	Type (Input, output, outcome, quality, efficiency)
	Description and Definitions of Terms
	Data Source/Provider of Data
	Document or Database Source
	Contact Information
	Method of data collection
	Frequency of data collection
	Report Timeframe
	Calculation method(s) or formula(s)
	Data Accuracy and Reliability
	Qualifications, limitations, or areas needing improvement`
	Benchmarks (if applicable)

<b>Description</b>
Provide the MFR goal number for this performance measure.
Provide the objective number for this performance measure.
Indicate the performance measure type as input, output, outcome, quality, or efficiency. Refer to the MFR Guidebook Section A.3 (page 84) for additional guidance.
Provide complete written description of exactly what is being measured in plain language. Define all terms from written description that need further explanation to ensure consistent interpretation and calculation.
Provide name of the program/unit if internal source, or the name of the external source/third party provider of data.
Provide the document or database name, file location, and name of organization that collects and maintains data and name of the document. If the document is on a personal computer, specify which drive and file folder(s). Indicate if data comes from a paper record, in house electronic file, or third party database. Provide the Web address if applicable.
What entity or person owns and maintains the database? Specify whom to contract to learn more about the sources of data.
Describe the method of data collection and storage.
Specify how often the data is collected (monthly, annually, etc.)
Specify whether data represent state fiscal year, federal fiscal year, calendar year or academic year.
Provide the calculation method or formula used to arrive at this performance measure. The formula will include the specific data elements referenced under "Data Source/Provider of Data" above.
How is accuracy and reliability of the data ensured? Describe what steps are taken to ensure data is not duplicated (audits, mgmt review, provider processes, etc.).
Describe any qualifications for use of the data. Indicate any outstanding issues or action items that need to be addressed. Identify improvements in terms of data collection, reporting, etc. that are needed to make this performance measure more useful.
For comparison purposes, cite performance information for similar internal programs or programs in other jurisdictions or other states, national standards, or other sources such as published articles, research, audits, or management evaluations.