FROSTBURG
STATE UNIVERSITY

One University. A World of Experiences.

FROSTBURG STATE UNIVERSITY

SELF-STUDY DESIGN

PREPARED FOR MIDDLE STATES COMMISSION ON HIGHER EDUCATION

SUBMITTED MARCH 2014

Contents

Cover photo: Dawn M. Armfield

Section 1: Introduction
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Brief History of Frostburg State University

Frostburg State University was founded in 1898 by the Maryland General Assembly as State Normal School #2. Monies raised by residents, many of whom were coal miners, helped fund the normal school. After two years of study, the first class of teachers graduated in 1904 with a diploma and a lifetime teaching certificate.

In 1935, the name of the institution was changed to State Teachers College at Frostburg, and the first four-year degree students graduated with a Bachelor's degree in Science in Elementary Education. In 1960, the Board of Trustees granted Frostburg State Teachers College the right to confer the Bachelor of Arts degree and the Master of Education. The name of the institution was changed again in 1963 to Frostburg State College, in order to reflect the increasing diversity of majors.

The institution experienced significant growth in the years from 1964-1979. Six residence halls were completed as well as eleven campus buildings including the Chesapeake Dining Hall, Framptom Hall, Fine Arts, Dunkle Hall, Lane University Center, the Lewis J. Ort Library, the Physical Education Center, Hitchins Administration Building, and the Stangle Service Building. In 1987, the institution was granted University status, and the name changed to Frostburg State University. In 1988, Frostburg State University joined the University System of Maryland, which is comprised of 11 of the State's four-year institutions and two research institutions. In the years since, Frostburg State University has invested substantially in technology and improving residence halls and facilities. The Performing Arts Center was opened in 1994 and Compton Science Center and Edgewood Commons Apartment Complex opened in 2003. The first new building since 2003, The Center for Communications and Information Technology (CCIT) will open its doors for classes in fall 2014. In recent years, there has been a renewed focus on graduate education. In 2012, Frostburg State University offered its first doctoral degree program, and a Master's of Science in Nursing is being proposed for implementation in fall 2014.

Frostburg State University serves the far western counties of Maryland, as well as nearby counties in Pennsylvania and West Virginia. In addition, many students come from the Baltimore/Washington metro areas. Frostburg State University also serves students at the University System of Maryland at Hagerstown, at Anne Arundel Community College, and across the globe in online and face-to-face classes. Increasing numbers of international students are attending Frostburg State University, and the University has partnered with The Language Company both to increase student numbers and ease their transition into a bachelor's program.

Under the direction of University president Dr. Jonathan Gibralter, who joined the University in 2006, Frostburg State University continues to look toward the future. Although the University is located in a rural area, it strives for a lively engagement with the world at large, both by serving in place and reaching across the globe. Frostburg State University is committed to offering its students "one University, a world of experiences."

Mission Statement

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.

Recent Developments and Expectations for the Future

The decennial review comes at an important time for Frostburg State University. The University community has a number of challenges to meet in the coming years, and the self-study process will provide an opportunity to examine and assess recent initiatives and their contributions toward the fulfillment of the institutional mission.

New Academic Opportunities and Certifications

New online programs have made a significant impact on the University's planning processes. The new RN to BSN program, for example, has grown in four years to enroll 224 students. A new online Master's of Science in Nursing program has been submitted to USM and Maryland Higher Education Commission (MHEC) for their approval as of March 1, 2013. Frostburg State University started its first doctoral program in 2012, an applied Doctorate of Education in Educational Leadership. The University has begun the implementation of certification in secondary education at Ramstein Air Force Base in Germany.

Frostburg State University has begun partnerships with universities overseas not only to provide opportunities for its native students to study abroad, but also to increase the number of foreign exchange and degree-seeking students. Frostburg offers both short-term and long-term study abroad programs. Students and instructors from five different universities in China have studied at Frostburg State University in recent years. The Center for International Education (CIE) welcomed its largest cohort of students from outside the United States this fall. To ease the transition for degree-seeking students who are non-native speakers, Frostburg State University partnered in 2013 with The Language Company (TLC), a national organization that provides intensive English training courses.

Frostburg State University has become a leader in the University of Maryland System in course redesign. A number of academic departments made successful applications for grants from the National Center for Academic Transformation to improve instructional delivery.

Frostburg State University recognizes the importance of outside accrediting bodies to ensure the academic rigor of its programs. Accredited colleges and programs include

- BSN in Nursing: Commission on Collegiate Nursing Education (CCNE).
- Teacher Education Programs: National Council for Accreditation of Teacher Education (NCATE), and Maryland State Department of Education (MSDE).
- College of Business Programs: Association to Advance Collegiate Schools of Business (AACSB).
- BA/BS in Athletic Training: Commission on Accreditation of Athletic Training Education (CAATE).
- BA/BS in Mechanical Engineering: Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (ABET).
- BA/BS in Recreation and Parks Management: Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT).
- BA/BS in Social Work: Council on Social Work Education (CSWE).
- MS in Counseling Psychology: Master's in Psychology Accreditation Council (MPAC).

Accredited Frostburg State University offices include

- Brady Health Center: Accreditation Association for Ambulatory Health Care (AAAHC).
- Counseling and Psychological Services: International Association of Counseling Services (IACS).

Recent Initiatives

Frostburg State University has made significant investments to improve student learning. Experiential learning is in the University's mission, and Frostburg is working to integrate hands-on experiences across the disciplines and in extracurricular activities. The President's Experiential Learning and Enhancement Fund (PELEF) is a competitive internal grant for which faculty and students may apply. Funding for credit-bearing experiential education is also offered through the Frostburg State University Foundation.

The University also has made a commitment to sustainability. The grant-funded Sustainable Energy Research Facility (SERF) is the only off-the-grid renewable energy research facility in the country. The recent Lane University Center renovation and the new CCIT building are both LEED-certified. The Learning Green, Living Green committee and the newly-formed President's Advisory Council on Sustainability actively promote conservation and education on campus. The Frostburg Grows: Grow it Local greenhouse project, supported by the University and various outside funding sources, involves the conversion of used surface-mined lands into an innovative 5-acre greenhouse and shade house complex designed to train community members for high quality jobs while producing local food and tree seedlings.

Student wellness is of primary importance at Frostburg State University. President Gibralter is a national leader in alcohol education and an invited member of the National Institute on Alcohol Abuse and Alcoholism's 10-member College Presidents Working Group. The Creating Healthy, Informed, Lasting Lifestyles (CHILL) program, which provides health and wellness education, was launched in 2008 through a charitable gift from AstraZeneca Pharmaceuticals. In 2012, Frostburg State University signed a shared jurisdiction agreement with the Frostburg City Police that allows both enforcement entities to improve public safety in the neighborhoods surrounding campus. Also in 2012, the University began co-sponsoring, along with the Maryland Judiciary's Mediation and Conflict Resolution Office (MACRO) and Mountainside Community Mediation Center (MCMC), the Frostburg Sustaining Campus and Community Dialogue Series, which aims to strengthen community relationships and foster civility and collaborative problem-solving in Frostburg. In 2013, Frostburg State University's lauded BURG Peer Education Network, now going into its 27th year, received the National Outstanding Peer Education Affiliate of the Year Award from the BACCHUS Network.

Improvements to Physical and Organizational Structures

Frostburg State University is investing in the renovation and rehabilitation of existing spaces as well as constructing new facilities adapted to 21st Century learning and living. The new CCIT building is set to open in spring 2014. A showplace for campus and community, it will house improved studio space for Graphic Design, campus television and NPR stations, the departments of Mathematics, Mass Communication, and Computer Science, and offer state-of-the-art convention and conference capability. The new planetarium promises to engage school children and the community. A new Education and Health Sciences Building is being proposed. The Lane University Center renovation, completed in 2011, which was funded through student fees, offers improved meeting and office space, redesigned eating areas, and a new workout area. To improve the living-learning experience, the University is requesting funding for a new dorm, improved wireless access in the current dorms, and a new public safety building.

Although administrative structures are not always visible to the campus visitor, they are vital to institutional progress and improvement. The President's Advisory Council on Institutional Effectiveness (PACIE), formed in 2010, made up of faculty and administrators, has assisted in writing and implementing the University's strategic plan and monitoring its implementation and progress. PACIE recommended that the institution invest in a primary assessment platform called Campus Labs, which

allows faculty and staff to: link assessment data to goals, objectives, and outcomes; develop assessment plans; measure student learning both in and outside the classroom; track student involvement; benchmark with peer institutions; utilize handheld technology to collect data; conduct online course evaluations; and centralize assessment efforts. The four components of this software platform, Baseline, Beacon, Bobcat Connect, and Compliance Assist, will be used extensively in this process of writing of the Self-Study.

In 2012, Frostburg engaged a marketing research firm to help the University clarify its position in the marketplace, including surveying current and prospective students and parents, alumni, guidance counselors, donors and faculty and staff. Based on those findings, a new marketing and branding campaign entitled "One University, a World of Experiences" was launched in fall 2013.

As outlined in *Maryland Ready*, the State's Plan for Postsecondary Education, Frostburg is committed to advancing the educational goals of all by promoting and supporting access, affordability, and completion. The University recently hired an Assistant Provost for Student Success and Retention. The University has also engaged Noel-Levitz Higher Education Consulting to devise and implement tactics to improve recruitment and retention rates. The goal is to enroll 6,000 students by 2016 and to raise current retention rates. The University is currently examining its First Year Experience program as another pathway to improve student success and freshman-to-sophomore retention rates.

Frostburg State University is committed to the goals of its strategic plan and to continual self-assessment. To that end, the University has recently made significant investments in its future.

Preparation for Self-Study

In the fall semester of 2013, the provost and the president of the University appointed two co-chairs to begin the process of the Self-Study and form the Middle States Steering Committee. The co-chairs attended the Middle States Commission on Higher Education (MSCHE) Self-Study Institute in November in Philadelphia, PA. After the Institute, the co-chairs in consultation with the president and vice-presidents, identified a self-study model and the members of Frostburg's Self-Study Steering Committee, many of whom concurrently serve as co-chairs of the working groups. Each working group has an administrative co-chair and a faculty co-chair. Membership on the Middle States Steering Committee includes the Associate Vice President for University Advancement; the Assistant Vice President for Planning, Assessment, and Institutional Research; the Associate Vice President for Student and Educational Services; and a student representative from the President's Leadership Circle. The Vice Presidents and Vice Provost will serve as advisory members.

The Self-Study Steering Committee was brought together in January 2014 for a half-day workshop to discuss evidence-based analytics, timelines, and expectations for the self-study. The self-study design, based on the University's strategic plan (written and monitored by PACIE), was presented. In addition, all steering committee members were briefed on Campus Labs and its key components and their value in this process. . A web site for the 2016 Middle States Accreditation was launched, and working folders were created on the shared drive of the campus server.

After the workshop, the working group co-chairs identified the members for their working groups, and met during February to formulate research questions based on the MSCHE Standards of Excellence that applied to the related goals of the institutional strategic plan. Research questions were sent to the steering committee co-chairs for refining in mid-February 2014.

The self-study design document was written by the steering committee co-chairs to reflect the organizational strategies agreed upon by the steering committee members. The full steering committee and the president and vice-presidents had a chance to review the self-study design document. It was distributed to MSCHE Staff Liaison Dr. Andrea Lex for her review prior to her visit on March 13, 2014.

Section 2: Nature and Scope of the Self-Study
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Overview
Frostburg State University's self-study process is designed to examine the ways in which the University is aligning its mission and goals with planning and decision-making across the divisions. By investigating the processes that guide planning and implementation, the self-study process will allow the University to critically review the action priorities of its strategic plan and the processes by which those priorities are implemented, assessed, and the gathered data and analysis used in institutional decision-making. Therefore, the timing and value of the self-study process is important for many reasons, not the least of which is an honest review of whether the University is accomplishing its mission and effectively and efficiently engaging in evidence-based planning for the future.

Specifically, the self-study process will allow Frostburg State University to accomplish a number of goals and objectives. The self-study process will

- Model a process in which effective and thoughtful assessment leads to the improvement of both teaching and learning and institutional effectiveness.
- Assist Frostburg in making recommendations for planning initiatives, programmatic revision, and ongoing assessment.
- Assess the degree to which the mission of Frostburg State University continues to be relevant and responsive to the needs of its many constituencies.
- Help Frostburg examine and assess the effectiveness of the implementation of its institutional strategic plan.
- Demonstrate the University's compliance with the fourteen Standards of Excellence as set forth by the Middle States Commission on Higher Education.
- Demonstrate accountability to various stakeholders by conducting a candid, open, and constructive self-study that will result in institutional improvement.

Self-Study Model
The self-study model chosen by Frostburg State University is the Comprehensive Report Reordering Standards to Reflect the Institution. All fourteen Standards of Excellence will be addressed in this self-study, with the University's strategic plan serving as the organizational structure. When appropriate, standards will be addressed in more than one area. The table on the next page displays the alignment of the University's strategic plan with the MSCHE Standards of Excellence. This will ensure that the self-study drives a process that is both meaningful and directive for the institution. The Self-Study and its supporting documents will be available to internal and external constituencies as demonstration of Frostburg's earned accreditation status.

Frostburg State University Comprehensive Self-Study Model

Strategic Plan Goals	MSCHE Standards of Excellence
Strategic Plan Goal 1 Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.	Standard 11: Educational Offerings Standard 12: General Education Standard 13: Related Educational Activities Standard 14: Assessment of Student Learning
Strategic Plan Goal 2 Enhance facilities and the campus environment in order to support and reinforce student learning.	Standard 2: Planning, Resource Allocation, Institutional Renewal Standard 3: Institutional Resources
Strategic Plan Goal 3 Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.	Standard 8: Student Admissions and Retention Standard 9: Student Support Services Standard 6: Integrity
Strategic Plan Goal 4 Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.	Standard 4: Leadership and Governance Standard 5: Administration Standard 10: Faculty
Strategic Plan Goal 5 Promote activities that demonstrate the University's educational distinction.	Standard 7: Institutional Assessment Standard 11: Educational Offerings Standard 13: Related Educational Activities
Strategic Plan Goal 6 Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.	Standard 1: Mission and Goals Standard 6: Integrity

Section 3: Intended Outcomes of the Self-Study

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The goals of Frostburg State University's strategic plan are annually discussed and revised by the President's Advisory Council on Institutional Effectiveness (PACIE). PACIE ensures that each action priority has clearly defined operational objectives, tactics, performance measures, plans for assessment and data collection, and a key contact for reporting on the institution's progress toward accomplishing those tactics. These strategic plan goals, which have been in place since 2010, will be used as the organizational structure of the self-study, and will be the means by which the University demonstrates its commitment to the process of reflection and renewal.

By using this framework, multiple data resources from across the institution, and analyses by the working groups, the self-study process will

- Produce a report demonstrating that Frostburg meets the standards of accreditation as outlined in the MSCHE *Characteristics of Excellence in Higher Education.*
- Identify challenges facing the institution and make recommendations for responding to those challenges.
- Model a culture of reflection and assessment that will foster continued evidence-based planning.

Section 4: Organizational Structure of the Steering Committee and Working Groups
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The Middle States Steering Committee includes representatives from the faculty, staff, administration, and student body. There will be a liaison from the University System of Maryland Board of Regents.

Each of the six working groups has a faculty and an administrative co-chair chosen for their demonstrated commitment to the University and for their expertise in the goals of the strategic plan Faculty members range in rank from untenured assistant professors to full professors. Multiple divisions are represented on the steering committee to improve communication through all offices and constituencies.

While not chairs of working groups, several persons included on the steering committee serve as resource persons to the steering committee and a whole and the working groups in particular:

- The Associate Vice President of University Advancement (Office of Publications) will direct publicity, communication across campus, and the development of a visual theme for the process and the study.
- The Assistant Vice President for Planning, Assessment, and Institutional Research (PAIR), and persons in his office, will provide reports, coordination of data, and support for Campus Labs; veteran of MSCHE visiting teams.
- The Associate Vice President for Student and Educational Services and Registrar will provide information and data on People Soft applications in student records management; veteran of MSCHE visiting teams.
- The student representative will offer a student's perspective and communicate the self-study process to the student body through the President's Leadership Circle, the Student Government Association, and other student organizations on campus.

Self-Study Steering Committee Co-Chairs
Sydney Duncan, Associate Professor, Chair of English Department
Randall Rhodes, Associate Provost

Steering Committee Members
Amy Armiento, Faculty, English Department
Wray Blair, Associate Vice President for Enrollment Management
Melissa Boehm, Faculty, Mass Communication Department
Henry Bullamore, Faculty, Geography Department
Michael Flinn, Faculty, Computer Science Department
R. Scott Fritz, Assistant Dean, College of Liberal Arts and Sciences
Kelly Hall, Faculty, Educational Professions Department
Johnston Hegeman, Associate Vice President for Student and Educational Services and Registrar
Beth Hoffman, Director of ADA/EEO and Title IX
Karen Keller, Faculty, Biology Department
Denise Murphy, Associate Director of Budget
Sudhir Singh, Associate Dean, College of Business
Robert Smith, Assistant Vice President for Planning, Assessment, and Institutional Research
Linda Steele, Program Management Specialist, College of Liberal Arts and Sciences

Colleen Stump, Associate Vice President for Communications and Media Relations
Student member, President's Leadership Circle

Advisory Members to the Steering Committee
Tom Bowling, Vice President for Student Educational Services
John Bowman, Vice Provost
William Childs, Vice President for Academic Affairs
David Rose, Vice President for Administration and Finance
Kathy Snyder, Vice President for Human Resources
Stephen Spahr, Vice President for Economic Development and Government Relations
Rosemary Thomas, Vice President for University Advancement

Working Groups' Membership
Working Group for Chapter 1

Strategic Plan Theme Goal 6: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.

Co-Chairs
>
Sudhir Singh, Associate Dean, College of Business
Kelly Hall, Assistant Professor, Educational Professions Department

Group Members
>
William Mandicott, Assistant Vice President for Community and Student Involvement
Liz Medcalf, Director of News and Media Services
Lea Messman-Mandicott, Director of Library
Jodi Nichols, Assistant Professor, Educational Professions Department
Kara Rogers-Thomas, Associate Professor, Sociology Department
Allen Shin, Professor, Marketing and Finance Department

Working Group for Chapter 2

Strategic Plan Theme Goal 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

Co-Chairs
>
Amy Branam Armiento, Associate Professor, English Department
R. Scott Fritz, Assistant Dean, College of Liberal Arts and Sciences

Group Members
>
Brian More, Director, Center for International Education
Rachel Hoover, Director of Academic Skills Development, Programs Advancing Student Success
Heather Gable, Associate Professor, Chair of Nursing Department
Evan Offstein, Associate Professor, Management Department
Doris Santamaria-Makang, Associate Professor, Educational Professions Department
Marc Michael, Associate Professor, Chair of Math Department
Vickie Mazer, Director, Graduate Services

Working Group for Chapter 3

Strategic Plan Theme Goal 2: Enhance facilities and the campus environment in order to support and reinforce student learning.

Co-Chairs
> Henry Bullamore, Professor, Geography Department
> Denise Murphy, Associate Director of Budget

Group Members
> John Brewer, Assistant Director of Planning and Construction
> Troy Donoway, Chief Information Officer
> Cindy Herzog, Associate Dean, College of Liberal Arts and Sciences
> Aaron Hoel, Director of Research and Sponsored Programs
> David Kiriazis, Assistant Professor, Economics Department
> Sean Morton, Institutional Research Analyst, PAIR Office
> Dana Severance, Director of Residence Life
> Michael Sheetz, Director of General Accounting
> Robert Webber, Director, Lane University Center

Working Group for Chapter 4

Strategic Plan Theme Goal 3: Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.

Co-Chairs
> Wray Blair, Associate Vice President for Enrollment Management
> Michael Flinn, Associate Professor, Computer Science and Information Technologies Department

Group Members
> Robert Cooper, Director, Student Activities
> Spencer Deakin, Director, Counseling and Psychological Services
> Harriet Douglas, Director of Academic Support Services, PASS office
> Angie Hovatter, Director, Student Financial Aid
> Terri Massie-Burrell, Assistant Provost for Student Success and Retention
> Steven Moon, student
> Benjamin Norris, Assistant Professor, Chemistry Department
> Rubin Stevenson, Associate Director, Athletics

Working Group for Chapter 5

Strategic Plan Theme Goal 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

Co-Chairs
> Beth Hoffman, Director of ADA/EEO and Title IX
> Karen Keller, Assistant Professor, Biology Department

Group Members
> Roger Dow, Acting Associate Dean, College of Education
> Clarence Golden, Dean, College of Education
> Joseph Hoffman, Dean, College of Liberal Arts and Science

Jesse Ketterman, Assistant Vice President of Student and Educational Services, Dean of Students
Jeffrey McClellan, Associate Professor, Management Department
Michael Murtagh, Associate Professor, Psychology Department and Chair of Faculty Senate
Terry Russell, Professor, Social Work Department
Gerald Snelson, Professor, English Department
Ahmad Tootoonchi, Dean, College of Business

Working Group for Chapter 6

Strategic Plan Theme Goal 5: Promote activities that demonstrate the University's educational distinction.

Co-Chairs
Melissa Boehm, Assistant Professor, Mass Communication Department
Linda Steele, Program Management Specialist, College of Liberal Arts and Sciences
Group Members
April Baer, Director, Student Wellness Programming
Sunshine Brosi, Associate Professor, Biology Department
Julie Hartman-Linck, Associate Professor, Sociology Department
Lynn Ketterman, Development Research Analyst, University Advancement
Randall Lowe, Faculty, Librarian IV
Eric Moore, Associate Professor, Physics and Engineering Department
Selina Smith, Assistant Director of Institutional Research, PAIR Office
Amy Shimko, Coordinator, Advising Center

Section 5: Charges to the Working Groups
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The goal of the Middle States Steering Committee is to oversee the self-study process and to ensure proper communication between working groups; however, it is these working groups that will compile and address research questions, analyze data, form a list of strengths and challenges, and bring back to the steering committee recommendations for future analysis and improvement. Data from the PAIR office and other sources on campus may provide additional research questions over the course of the self-study process. A list of supporting documents, also included in this report, has been made available to the groups.

An initial draft of the charges to the work groups was presented at the workshop in January 2014. Each group had an opportunity to comment on these charges and offer suggestions for revisions. They will be responsible for the following tasks:

- Become thoroughly familiar with the standards they have been assigned, giving particular attention to the fundamental elements associated with those standards.
- Review the inventory of documents and reports and identify those which may provide data relevant to their charges.
- Determine the need for additional data and develop a strategy for gathering the data.
- Engage the campus community in discussions pertinent to their research and solicit feedback through a variety of methods.
- Provide regular reports to the Middle States Steering Committee as to the progress of their research.
- Using the charge questions as a guide, prepare an initial draft of their reports; these reports should be primarily analytical in nature, and identify the evidence used to support conclusions reached.
- Conduct hearings to provide the campus community with an opportunity to discuss their reports.
- Note institutional strengths and challenges, and make recommendations for improvement.

Working Group 1

Strategic Goal: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.

Group Charge:
As a comprehensive regional University located well away from the more heavily populated metro areas of the state, Frostburg State University serves a population and geographic area unique to the state and to the USM. This group will analyze how the University is delivering on the promise of the mission and how it is making a difference in the region.

Research Questions:

Standard 1: Mission and Goals

- What evidence exists to demonstrate the alignment of the strategic plan with the institutional mission?
- What evidence exists to demonstrate the achievement of outcomes that support the institutional mission?

Standard 6: Integrity

- What evidence exists that institutional policies and procedures are developed in ways that best assure support of institutional goals and mission?
- How effective are the mechanisms the institution utilizes to communicate changes to its policies, goals, and mission to its stakeholders, both internal and external?

Working Group 2

Strategic Goal: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

Group Charge:
This group will examine the educational environment provided by Frostburg State University. By exploring course offerings, academic programs, the GEP, extracurricular and co-curricular activities, experiential education (credit-bearing and non-credit bearing), and the assessment of student learning, this group will draw conclusions about how well the University is meeting the educational needs of students. This group also is charged with assessing the quality of student learning outcomes, and how assessment is used to monitor and improve academic offerings.

Research Questions:

Standard 11: Educational Offerings

- What evidence exists that educational offerings support the mission and goals?
- How are learning goals and outcomes developed and assessed?
- In what ways are online and blended learning classes offered and supported?
- How are student learning outcomes at other locations assessed?

Standard 12: General Education

- How are courses within the GEP assessed to ensure that they are tied to the institutional undergraduate learning goals and MSCHE's core skills?

Standard 13: Related Educational Activities
- How is experiential education integrated with the academic curriculum?
- What is the role of co-curricular activities in supporting academic program outcomes?

Standard 14: Assessment of Student Learning

- What are the mechanisms for assessing student learning outcomes?
- How are the results used in program improvement?

- How are student learning outcomes assessed to show that they meet workforce needs and relevance for the 21st century?
- How effective have the assessment efforts been in improving student learning outcomes?

Working Group 3

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

Group Charge:
Universities are expected to place resources where they would be most effectively utilized. The group also may examine the transparency of the budget process and communication of resource decisions. Resource allocation for the delivery of academic programs, facilities, dorms, and public areas are part of this group's charge.

Research Questions:

Standard 2: Planning, Resource Allocation, Institutional Renewal

- How does Frostburg demonstrate that action priorities on the planning unit level are linked to the institutional strategic plan?
- How is the strategic plan tied to resource allocation across planning units and the institution as a whole?
- What is the link between long-term renewal strategies and planning/resource allocation?
- How do planning units assess their action priorities and use the results to inform decision making processes?
- What is the process for the assessment of data and reports provided by units and how does Frostburg ensure that this collection and review process impacts decision making processes?

Standard 3: Institutional Resources

- How are annual institutional initiatives prioritized, planned, and funded?
- What criteria are used to evaluate effectiveness and efficiency in the allocation and expenditure of resources?
- What plans are in place to improve revenues (Frostburg Foundation, grants, contracts) and how do we document endowment fund performance?
- How effective are the plans to improve revenues?

Working Group 4

Strategic Goal: Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.

Group Charge:
This group will examine student profiles and retention/recruitment strategies. It will look at the support networks for students, which may include the TRIO programs, Programs Advancing Student Success, the Tutoring Center, Disability Support Services, Financial Aid, Counseling and Psychological Services, etc., and examine the effectiveness of these structures in terms of student success rates. The group also must look at Integrity to ascertain whether the University is delivering on its marketing.

Research Questions:

Standard 8: Student Admissions and Retention

- How effective are the policies and procedures of the Admissions Office for meeting the Mission-driven recruitment goals of the University?
- What is the relationship between the Admissions Office's goal-making process and the University's strategic plan?
- How effectively are retention strategies coordinated, assessed and reported?
- How effectively do the retention policies and practices support and reflect the mission of the University and its strategic plan?
- How effectively is the University meeting the expectations of prospective students and their parents?

Standard 9: Student Support Services

- Are there sufficient and effective student support services in place to address the students' needs?
- How effective are the processes that allow various "services" to adjust to a changing student population?
- To what extent are student support services and programs, co-curricular programs, and academic advising coordinated, assessed, and reported?
- How effectively are student success and completion initiatives coordinated, assessed and reported?

Standard 6: Integrity

- How effective is Frostburg's marketing strategy at accurately reflecting the institution's mission and student experience?
- Do promotional materials sufficiently and accurately portray academic and student life at the University?
- What systems are in place to assess the composition and effectiveness of student programs that are designed to meet the needs of targeted recruitment populations?
- Are the academic expectations of the students being met by the University to sufficiently create a quality learning environment?

Working Group 5

Strategic Goal: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals

Group Charge:
This group will examine faculty and staff profiles, recruiting, evaluation processes, governance, and administrative structures across the University. Policies related to training and advancement, as well as communication of those policies through the various divisions, also will be examined.

Research Questions:

Standard 4: Leadership and Governance

- How effective are the training opportunities are provided to enhance leadership skills?
- How effective is the governance structure of the institution?
- How effective are the procedures for review and change for policy manuals?
- How effective are the opportunities for all constituencies to participate in governance decisions?

Standard 5: Administration

- How effective is the organizational structure of the University?
- How effectively is the University staffed to reflect its mission and goals?
- Are the institutional divisions given appropriate resources to reflect the University's mission and goals?
- How effective is communication throughout the divisions of the University?

Standard 10: Faculty

- What policies are in place for recruiting and maintaining qualified and diverse faculty?
- Does the faculty composition reflect the institution's diversity goals?
- Does the institution provide appropriate professional development opportunities for faculty?
- Are the evaluation procedures for faculty appropriately aligned with University and divisional strategic action priorities?

Working Group 6

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

Group Charge:
This work group will examine the ways in which the University is situated within the larger educational field and differentiates itself from other institutions. The charge includes looking for substantial evidence of data-driven planning that translates into institutional improvement.

Research Questions:

Standard 7: Institutional Assessment

- Are the statements of mission, goals, and objectives sufficiently clear to help guide institutional assessment?
- Does the University have an effective assessment plan?
- How are the results of institutional assessment tied to planning and budget decisions?

- To what extent is there evidence within each administrative unit/division of the University that the results of assessment are being used for continuous institutional improvement?
- What efforts have been made to educate the University community about the intrinsic benefits of assessment?
- What is the process by which targets and benchmarks are set and how is progress towards those goals measured and reported?
- How effectively are the components of Campus Labs being used in the generation, managing, and sharing of information?

Standard 11: Educational Offerings

- How do the institution's educational offerings support the University's, MHEC's, and Middle States' expectations?
- How does the University support and promote those programs that are distinctive and distinguished?
- What is the institutional framework for the assessment of the GEP and academic programs at the undergraduate and graduate levels?
- How effective is the institutional framework for the assessment of educational and co-curricular offerings across the University?
- How does the University ensure that graduates are prepared to meet current workforce needs in the state of Maryland?

Standard 13: Related Educational Activities

- In what ways are campus programming, the athletic program, and other activities consistent with the University's mission and goals?
- How do these related activities (e.g. experiential learning, wellness initiatives, sustainability) support the academic mission of the University?
- How are these related educational activities assessed to ensure the effective and efficient use of resources?
- How are the student learning outcomes for related educational activities related to the institution's learning goals?
- How effectively are Bobcat Connect and other components of Campus Labs being used to track and measure student participation and activity outcomes?

Section 6: Inventory of Supporting Documents

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Report/Document Title	Owner/ Location	Institutional Context ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	Educational Effectiveness ST 8	ST 9	ST 10	ST 11	ST 12	ST 13	ST 14
AAUP Faculty Salary Survey	Instit Research			X							X				
Academic Department Program Review	Instit Research	X	X				X	X				X			X
ACT Institutional Data Questionnaire	Instit Research		X						X						
Adjunct II Faculty data	Instit Research														
Advisor Evaluation Survey	Instit Research	X	X				X	X				X			
Alumni Survey	Instit Research	X						X							X
Annual AACSB Collection	Instit Research/CoB	X						X	X						X
Application Information System (AIS)	Instit Research			X					X	X					
ASQ Survey	Instit Research CoB/CoE/CLAS		X					X	X						X
Assessment Reporting (e.g. NCATE, AACSB, ABET, etc.)	Instit Research/Colleges	X	X							X			X		X
Board of Regents An. Report on Intercol. Athletics	Instit Research		X	X				X	X					X	
Budget Report and Submissions	Instit Research / Admin & Fin		X	X			X	X							
Campus Adhocs															
Carbon Footprint data	Instit Research / Admin & Fin		X	X			X								
Census Data Collection	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
CLAS Assessment Council Reports	CLAS											X	X		X
Collegiate Learning Assessment	Instit Research											X	X		X
Common Data Set	Instit Research		X	X				X	X	X		X	X		
Complete College America (CCA) Data	Instit Research							X	X						X
Compliance Assist Planning: Department Plans	Instit Research	X	X	X				X	X						
Compliance Assist Planning: Strategic (PACIE)	Instit Research	X	X	X				X	X						
Compliance Assist Planning: Student Learning Outcomes	Instit Research	X	X	X				X	X						
Compliance Assist Program Review	Instit Research	X	X	X				X	X						
Council of Graduate Schools Survey	Instit Research	X	X	X					X						
Course Information System (CIS)	Instit Research			X								X			
Course Redesign Reports	Instit Research / Provost		X	X											
Cultural Diversity Plan	Instit Research /Provost	X	X	X			X	X	X		X			X	
CUPA Faculty Salary Benchmarks	Instit Research /HR		X	X				X			X				
CUPA Staff Salary Benchmarks	Instit Research /HR		X	X				X							

Report/Document Title	Owner/Location	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10	ST 11	ST 12	ST 13	ST 14
Degree Information System (DIS)	Instit Research							X							
Distance Education Survey	Instit Research							X							
Employee Data System (EDS)	Instit Research		X	X				X	X						
Employee Handbook	Human Resources				X		X								
End of Term System (EOTS)	Instit Research							X	X						
Enrollment Information System (EIS)	Instit Research							X	X						
Enrollment Management Committee Plan	Instit Research /Admissions	X	X	X			X	X	X					X	
Environmental Scan	Instit Research	X	X	X			X	X	X						
ETS Survey of Graduate Enrollment	Instit Research								X						
External Credit System (ECS)	Instit Research								X		X				
External Surveys	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Facilities Report -- SGAP Support	Instit Research	X	X	X			X	X	X						
Faculty Equity Reports	Instit Research / Provost		X	X											
Faculty Evaluation System	Instit Research / Provost		X	X	X		X	X			X				
Faculty Instructional Productivity File	Instit Research / Provost		X	X	X		X	X			X				
Faculty Workload Report	Instit Research / Provost		X	X	X		X	X			X				
Financial Aid Information System (FAIS)	Instit Research	X	X	X				X	X						
Freshman Entrance and Exist Survey	Instit Research							X	X	X		X		X	
Frostburg Experience Survey	Instit Research														
GEMC Plan	Graduate Services		X	X				X	X						
General Education Assessment Reports	Office of the Provost												X		X
HEOA Title II Report Card	Instit Research						X	X	X				X	X	X
High School Graduate System File	Instit Research								X				X		X
IPEDS 12 Month Enrollment	Instit Research		X	X				X	X	X					
IPEDS Completions Survey	Instit Research							X	X						
IPEDS Fall Enrollment	Instit Research		X	X	X				X						
IPEDS Fall Staff	Instit Research		X	X	X				X						
IPEDS Finance Survey	Instit Research		X	X	X										
IPEDS Graduation Rates Survey	Instit Research							X	X						
IPEDS Institutional Characteristics	Instit Research								X				X		X
Live Course File	Instit Research										X	X			
Management for Results with Definitions	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Master Plan	Admin & Fin		X	X				X							
Middle States Annual Institutional Profile	Instit Research	X						X	X						
Middle States Periods Review	Office of the Provost	X	X	X	X	X	X	X	X	X	X	X	X	X	X

Report/Document Title	Owner/ Location	ST 1	ST 2	ST 3	ST 4	ST 5	ST 6	ST 7	ST 8	ST 9	ST 10	ST 11	ST 12	ST 13	ST 14
National Survey of Student Engagement	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
NCAA Financial Aid	Athletics													X	
NCAA Gender Equity	Athletics					X	X	X						X	
NCAA GRS	Athletics													X	
NCAA Sport Sponsorship and Demographic Form	Athletics													X	
NCATE Narrative Part C	Instit Research /CoE							X							X
NCATE Student and Faculty Data Collection	Instit Research /CoE							X							X
On-Campus Surveys - create, scan, compile	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Peer Performance Measures and Analysis	Instit Research	X	X	X			X	X							
Presidents Climate Commitment/AACUPCC	Instit Research / Admin & Fin		X	X			X	X							
President's Convocation	Office of the President	X			X	X	X								
Regional Center Data Collection	Instit Research							X				X	X		
Retention Rates	Instit Research							X	X						X
Room Utilization Statistic	Instit Research		X	X				X							
Strategic Plan - PACIE	Instit Research														
Student and Educational Services Program Review	Instit Research							X							X
Student Clearinghouse data	Instit Research	X	X	X				X	X						
Student Evaluation of Faculty	Instit Research														
Student Grade File	Instit Research		X	X											
Student Learning Assessment Advisory Group	Instit Research	X						X	X						X
Student Registration System (SRS)	Instit Research		X	X				X	X						
Teacher Preparation and Improvement Process "TPIP"	Instit Research	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Technology Advisory Group Reporting	Admin & Fin	X	X	X	X	X	X	X	X	X	X	X	X	X	X
US News and World Report Distance Ed. Survey	Instit Research							X	X	X					
US News and World Report Fin Aid Survey	Instit Research							X	X	X					
USM Dashboard Indicators	Instit Research /Provost	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Voluntary System of Accountability	Instit Research														
VSA College Portrait	Instit Research		X	X				X	X	X					

Section 7: Organization of the Self-Study Report
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Frostburg State University will submit a comprehensive report with the MSCHE Standards reordered to align with the University's strategic plan goals. Each of the six strategic plan goals will serve as a chapter; MSCHE Standards will appear in more than one chapter as appropriate. In each chapter, the research questions will be examined, data will be analyzed, findings will be reviewed, and strengths and challenges will be discussed. The overall structure of the report will be as follows:

- Executive Summary and Eligibility Certification Statement
- Introduction
- Chapter 1: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.
  - Standard 1: Mission and Goals
  - Standard 6: Integrity
- Chapter 2: Develop and support academic programs an student services that prepare a changing student population for an era of complexity and globalization.
  - Standard 11: Educational Offerings
  - Standard 12: General Education
  - Standard 13: Related Educational Activities
  - Standard 14: Assessment of Student Learning
- Chapter 3: Enhance facilities and the campus environment in order to support and reinforce student learning.
  - Standard 2: Planning, Resource Allocation, Institutional Renewal
  - Standard 3: Institutional Resources
- Chapter 4: Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.
  - Standard 8: Student Admissions and Retention
  - Standard 9: Student Support Services
  - Standard 6: Integrity
- Chapter 5: Recruit and retains diverse and talented faculty and staff committed to student learning and University goals.
  - Standard 4: Leadership and Governance
  - Standard 5: Administration
  - Standard 10: Faculty
- Chapter 6: Promote activities that demonstrate the University's educational distinction.
  - Standard 7: Institutional Assessment
  - Standard 11: Educational Offerings
  - Standard 13: Related Educational Activities
- Conclusion
  - Findings
  - Recommendations
- References
- Appendices

Section 8: Editorial Style and Format for all Reports

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The self-study design document, working group reports, and final self-study document will use the following:

- Word processing program: Microsoft Word
- Font: Calibri (Body) 11
- Heading: Default Black and White.
- Spacing: single-spaced, double-spaced between paragraphs, no paragraph indentation
- Margins: 1 inch
- Tables and Charts: create either in Word or Excel
- Documentation style: APA
- Acronyms: spell out on first use, followed by abbreviation in parentheses; thereafter, simply use acronym - Middle States Commission on Higher Education (MSCHE)

The format for the working group reports should

- Include a cover sheet that identifies the working group, the strategic plan goal, and the MSCHE Standards of Excellence applied
- Segment each report in the following manner:
    - Section One: Demonstrate compliance with the accreditation standard, providing statements that include linked in-text references to supporting data or documents. Discuss any connection to another team's topic or collaboration that took place between teams.
    - Section Two: Discuss analytically the inquiry that was guided by the research questions and the results of that inquiry, including the identification of weaknesses, challenges, and strengths. Statements should include references to supporting data or documents.
    - Section Three: Synthesize the above elements into comprehensive recommendations for improvement and renewal. <u>All recommendations must be supported by evidence referenced in the team's report.</u>
    - Reference page.

Section 9: Timetable for the Self-Study
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Early Fall 2013	Steering Committee Co-Chairs identified
November 2013	MSCHE Self-Study Institute
December 2013	Organization of Self-Study approved, Working Group co-chairs approved
January 2014	Training session for Working Group co-chairs, Standards aligned with Strategic Plan goals, Working Group members chosen by Jan. 31
February 2014	Research questions generated by February 14 and approved, Self-Study Design document approved, completed, and sent to MSCHE staff liaison
March 2014	Regular updates begin to monthly Faculty Senate meetings
March 13, 2014	Visit from MSCHE staff liaison, Dr. Andrea Lex
March-April 2014	Working Groups meet once per month to discuss needs and strategies for data collection to begin Fall 2014, liaising with PAIR office on Compliance Assist
April 2014	Campus-wide event to publicize self-study
May 9, 2014	Working Groups submit First Interim Report and needs assessment for project implementation
August 2014-April 2015	Steering Committee meets monthly, Steering Committee co-chairs meet regularly with Working Groups
October 10, 2014	Working Groups submit Second Interim Report
November 2014	Campus Feedback event
December 2014	Data cut-off point
December 2014-February 2015	MSCHE selects Team Chair, FROSTBURG sends Self-Study Design document to Chair
April 2015	Final Working Group reports
May-August 2015	Development of draft Self-Study Report
August-September 2015	Draft reviewed by campus community and governing board
September-November 2015	Team Chair reviews draft of Self-Study Report and makes preliminary visit
December 2015	Final version of Self-Study Report
December 2015-January 2016	Self-Study Report sent to team
March-April 2016	Site visit and Team Report, followed by Institutional Response
Summer 2016	MSCHE review

Section 10: Profile of the Visiting Evaluation Team
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Frostburg State University welcomes the opportunity to engage in its self-study process with colleagues from similar campuses. We hope that the visiting team will comprise individuals from comparable institutions who are familiar with the challenges facing Frostburg State University. Characteristics of this team may include team members with expertise in

- Online learning
- Experiential learning
- Residential campus issues
- Applied Masters and Doctoral programs
- Four-year comprehensive institutions
- State University systems
- Institutional effectiveness
- Sustainability
- Recruiting and retention of students
- Faculty workload and evaluations
- Adjunct and graduate assistant rights and compensation
- Funding for training and professional development.

The table below lists Frostburg State University's peers and aspirational peers. We welcome participation from individuals representing these institutions.

Peers	Aspirational Peers
Bridgewater State College	College of New Jersey
Clarion University of Pennsylvania	Millersville University of Pennsylvania
East Stroudsburg--University of Pennsylvania	Shippensburg University
Indiana University, South Bend	SUNY at New Paltz
Rhode Island College	
Sonoma State University	
SUNY College at Plattsburgh	
SUNY College at Potsdam	
University of Massachusetts at Dartmouth	
Western Connecticut State University	

We request that Thomas G. Slater be the USM Board of Regents' representative for the Middle States accreditation process. He has indicated his willingness and availability.

Appendix A: Frostburg State University Institutional Strategic Plan 2013-2014

GOAL 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

GOAL 2: Enhance facilities and the campus environment in order to support and reinforce student learning.

GOAL 3: Increase student quality and institutional retention and graduation rates while encouraging baccalaureate students to persist to graduation.

GOAL 4: Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.

GOAL 5: Promote activities that demonstrate the University's educational distinction.

GOAL 6: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.

Major Goal Statements and Action Priorities[1]

Goal 1: Develop and support academic programs and student services that prepare a changing student population for an era of complexity and globalization.

Action Priorities:

1. Develop experiential and applied learning opportunities for students both inside and outside the classroom.

a. The Task Force on Experiential Education shall lead campus discussion and initiatives to adopt an operational definition for experiential education, develop the criteria for an experiential transcript for FROSTBURG graduates and for prospective employers, and criteria for engagement in experiential curricular and co-curricular activities as an undergraduate degree requirement.

b. Implement strategies to reward programs and services that incorporate active learning and experiential education opportunities, including setting funding targets and proportionate allocation across colleges and the University.

2. Raise campus multicultural profile by attracting F1 and J1 students to campus, promoting study abroad opportunities for native students, and encouraging students to engage with cultures different than their own.

a. Increase the number of F1 and J1 students attending FROSTBURG.

b. Increase the number of native students participating in study abroad.

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[1] The Action Priorities cited in this document are those in place for the 2013-2014 Academic Year.

        c. Develop cross-divisional programs of cultural exploration/integration with expectations in regard to programming goals and outcomes.

3. Develop new academic programs and align existing academic program outcomes to institutional learning goals, disciplinary standards, Middle States' and Accrediting agencies' expectations, and workforce needs.

        a. College of Liberal Arts and Sciences

                i. Submit for MHEC and USM approval a new MSN

                ii. Explore possibility of Physician Assistant Program and other health science programs

                iii. Increase role of SERF Building in curriculum

                iv. Develop ENEE 2+2 at Cecil College.

        b. College of Business

                i. Submit for campus review and approval the DBA

                ii. Launch partnership with FCC to deliver FROSTBURG courses at FCC

                iii. Explore collaborative implementation of program in Hospitality Management with Allegany College and Vanung University, Taiwan.

                iv. Preparation for AACSB accreditation review

        c. College of Education

                i. Fully implement Ed.D. cohort at USMH.

                ii. Partner with UMUC to deliver secondary teaching certification in Europe.

                iii. Develop and respond to NCATE/CAEP accreditation requirements for spring 2015 accreditation visit

4. Develop by January 2015, the criterion to conduct a comprehensive review of academic programs, i.e. to measure academic programs' fiscal accountability and relevance to achieve a strategic balance with academic, state and regional workforce needs, and relevance for the 21st century.

5. Continue the implementation of the report of the UEI, specifically in the advancement of students' core skills, including the institution of speaking- and writing-intensive mandates.

Goal 2: **Enhance facilities and the campus environment in order to support and reinforce student learning.**

Action Priorities:

1. Implement systematic process to gauge customers' perceptions of quality and needs with respect to the management and maintenance/renovation of facilities.

     a. Administer and review data collected from customer and user satisfaction surveys to identify areas of immediate and long-term need. Data collection instruments are to invite feedback on the following areas of concern:

          i. Residence Halls, Ort Library, Lane University Center, and other spaces related to student comfort in recognition that such facilities impact student recruitment and retention. (e.g. Cambridge Hall)

          ii. Exercise and sports facilities within Cordts PEC and across campus (e.g. climbing wall, new training room, etc.).

          iii. Landscaping (e.g. around CCIT, etc.).

          iv. ADA accessibility (e.g. new press box, etc.).

          v. Food Services Contract

2. Implement a systematic process to gauge needs with respect to the academic environment.

     a. Establish an institutional baseline in respect to academic classroom and lab furnishings, faculty offices, and other academic department spaces.

     b. Implement by January 2014, the process by which the maintenance schedule is communicated to campus.

3. As per the MFR, maintain effective use of resources with the target of investing at least 2% of replacement costs to state-funded facilities' renewal. Maintain effective use of resources for application to the maintenance/renovation of auxiliary buildings that will include an allocation structure similar to that of state funded facilities.

4. Provide updates on progress towards goals outlined in the Facilities Master Plan in respect to the University's sustainability initiatives including Energy Star procurement, waste minimization, landscape improvements, and other initiatives consistent with FROSTBURG's mission to enrich students' academic experience.

5. On the President's budget website, continue to provide annual updates on the use of funds for maintenance/renovation of auxiliary buildings and on allocation of student fees and other funds for athletic and other capital improvements.

6. Continue efforts to move through the Maryland Capital Budget Pipeline the design and construction of new buildings for University Police, EDUC/Health Science, and the College of Business, and a Residence Hall.

7. Secure funding for the appropriation and installation of the most advanced technological infrastructure, hardware and software in CCIT and across campus.

8. Implement by May 2014, a strategic space utilization plan that directs the apportionment and retrofitting of vacated spaces after the opening of CCIT.

Goal 3: **Increase student quality, institutional retention and graduation rates while encouraging baccalaureate students to graduate within a four-year time frame.**

Action Priorities:

1. Develop and implement strategies to increase the academic profile for first-time students to the institution.

    a. Increase the mean SATC for enrolled students from 980 in fall 2010 to 1,000 in fall 2016.

    b. Increase the mean admit high school GPA from 3.14 in fall 2010 to 3.30 in 2016.

    c. By fall 2014, create and implement an SATC test-optional admission track.

    d. Develop a comprehensive recruitment program that engages the greater campus community and alumni.

2. Develop and implement strategies to increase the six-year graduation rate of FROSTBURG undergraduates from 48% in the fall 2004 cohort to 55% in the fall 2009 cohort.

    a. Decrease the transfer-out rate from 30% in the fall 2004 cohort to 15% in the fall 2016 cohort.

    b. Attain and preserve the six-year graduation rate of African-American students at 55% through FY 2016. Realize and maintain the six-year graduation rate of all minority students at 55% through FY 2016.

    c. Increase the graduation rate of FROSTBURG graduate-level students from 57% in the fall 2006 cohort to 70% in the fall 2011 cohort.

    d. Reduce time-to-degree from 4.6 years in 2011 to 4.5 years in FY 2016.

3. Develop and implement strategies to increase the second-year retention rate of FROSTBURG undergraduates from 74% in FY 2011 to 80% in FY 2016.

    a. Increase the second-year retention rate of minority students from 72% in FY 2011 to 80% in FY 2016.

    b. Conduct the student satisfaction inventory and other surveys and review data to guide the retention efforts.

4. The First-Year-Experience Work Group shall devise strategies to ensure the continuity of learning connections from the first semester of freshman year through to the sophomore year and improve retention rates and levels of student success.

5. The Achievement Gap Task Force shall annually study and report how current initiatives directly impact the state-identified demographic as well as institutional efforts in retention and student success.

    a. Academic Transformation (course redesign)

b. Supplemental Programming

c. Early alert systems (Beacon)

d. Student support and tutoring services

e. Academic advising

f. Cultural diversity programming

6. The institution shall review its processes for defining and distributing need-based categories of aid, and identify additional aid resources with the goal that no academically eligible student be denied access due to financial circumstances.

a. Sustain institutional need-based financial aid at 57% of total institutional aid.

b. Assess percentage of student need currently being met and identify target.

7. Maximize the effectiveness of financial aid awards with strategic financial aid research and consulting support.

8. Assess the percentage of students who receive merit scholarships and whether the current resource distribution meets need.

a. By 2015, achieve a $2.5 million goal for merit scholarships to attract higher achieving students.

Goal 4: **Recruit and retain diverse and talented faculty and staff committed to student learning and University goals.**

Action Priorities:

1. Promote campus culture that retains value, rewards innovation, professional growth and ensures effective leadership and decision making.

   a. Conduct a "campus climate" survey at least once every three years at institutional, college, and department levels to gauge employee morale and satisfaction and their relationship with FROSTBURG. If the assessment of the data reveals issues to be addressed, then develop and implement strategies to address issues.

2. Promote through special events programming an environment in which faculty and staff feel valued and appreciated, featuring a number of high-visibility employee recognition events per year at the institutional, college, and department levels.

3. Emphasize the need for diversity in all searches. Continue to seek greater consistency with minority recruitment experience at institutions in similar geographic regions and with similar demographic populations. Conduct qualitative analysis of reasons for exit, and utilize information to develop and enhance retention strategies.

4. Enhance faculty and staff development opportunities.

a. Chart and continue to expand the use of technology to enhance faculty and staff development opportunities. Support the acquisition of and training on basic tools to keep faculty and staff current professionally.

b. Develop and offer a professional development training curriculum for online learning during fall 2015.

c. Chart and continue to expand efforts to work with the deans' offices and units across campus to provide faculty and staff development programming and mentoring.

5. Through TrakStar explicitly incorporate University and divisional strategic action priorities into the goal-setting process for employees.

6. The Chair of the Faculty Senate will charge an ad hoc committee on faculty evaluation to assess the current faculty evaluation system. Topics for discussion to include the alignment of evaluation with University and divisional strategic action priorities.

7. Continue to monitor USM biennial market studies for exempt, nonexempt, and police salaries, and work to address any institutional equity and compression issues which have developed as a result of USM pay freezes versus market wages for new hires.

8. The Institutional Priorities and Research Committee of the Faculty Senate will conduct a study of and make recommendations on the salaries for faculty. Topics shall include: adjunct pay, new faculty pay, salary compression, pay equity, etc.

Goal 5: Promote activities that demonstrate the University's educational distinction.

Action Priorities:

1. Develop and implement marketing and rebranding strategies.

a. Continue to allocate resources to implement the rebranding of the University.

i. Develop and implement marketing and branding strategies based on research and input from outside consultant.

ii. Conduct an analysis of Web and interactive marketing opportunities.

iii. Develop calendar for the evaluation of rebranding effort in 2018.

2. Encourage fundraising efforts through the FROSTBURG Foundation that support the University's priorities.

3. Establish a baseline and project growth in the number of grant applications, number of grants awarded, grant amount per award, and total grant dollars awarded to FROSTBURG.

a. The Office of Research and Sponsored Programs shall take the lead in moving grants forward by sponsoring workshops, seminars, webinars in grant writing.

4. Provide encouragement and rewards to faculty and professional staff who engage in activities such as scholarship, workshops, professional presentations, artistic performances, and creative activities that reflect positively on the University, as well as support University priorities.

> a. Annually increase the funding for the President's Experiential Learning Enhancement Fund grants to faculty to support experiential learning activities.
>
> b. Facilitate Foundation Opportunity Grants to faculty and staff for projects that support institutional priorities.
>
> c. At the College level, Deans (with support of the Provost and VPs) shall chart and further encourage and provide financial support for attendance and presentation of faculty and college staff intellectual output both on and off campus at regional, national, and international conferences.
>
> d. At the unit level, Vice-Presidents shall chart and further encourage and provide financial support for attendance and presentation of staff and administrative staff intellectual output both on and off campus at regional, national, and international conferences.

5. Explore the founding of a school of graduate education at FROSTBURG that will be a partner with the Colleges, local, regional and statewide business and organizations to develop programs responsive to regional and statewide workforce needs.

> a. Complete a review of all graduate education programs and their "contribution" to the institution's mission and enrollment goals.
>
> b. Identify potential programs and delivery opportunities that would meet the 21st century workforce needs
>
> c. Review current administrative structure of graduate education to identify key functions required for efficiency and effectiveness of programs

GOAL 6: Serve as a collaborative partner in the cultural, social and economic development in Western Maryland, the region, and the state.

Action Priorities:

> 1. Using the 2012 report as a baseline, in 2017 conduct an economic impact assessment of the institution's contributions to the social and cultural fabric of the region.
>
> 2. Evaluate the adequacy and efficacy in spending of current resources and institutional structures that support the institution's goals of regional outreach, economic development, workforce development, and community service, and attempt to map specific resources to desired outcomes.
>
> 3. Establish annual goals in seeking extramural financial resources to augment and amplify the institution's resource needs in its fulfillment of the economic development and public service needs of the region.

a. Support for capital projects

b. Public Safety and Town-Gown Initiatives

c. Grants for economic development and regional outreach

4. Identify and inform the University's constituencies of the full range of economic development and community service and cultural initiatives, accomplishments, and recognitions.