

FISCAL YEAR 2022 OPERATING

(Budget Response to Department of Legislative Services Analysis)

HOUSE APPROPRIATIONS COMMITTEE

Education and Economic Development Subcommittee

Delegate Ben Barnes, Chair

February 26, 2021

SENATE BUDGET AND TAXATION COMMITTEE

Education, Business, and Administration Subcommittee

Senator Craig Zucker, Chair

February 26, 2021



Participants in the August ceremony dedicating the Brownsville/Park Avenue Monument, as well as a number of former residents of that community, gather for a picture following the unveiling in the Upper Quad, where the community once stood. **Cover photo:** Brownsville Hall, opened fall 2020.

FINANCIAL AID

36%

Pell grant recipients

(2019 cohort)

74%

Pell recipient retention

(2014 cohort)

49%

Pell recipient six-year graduation rate



STUDENT SUCCESS

(2019 cohort)

74%

All student second-year retention

(2019 cohort)

71%

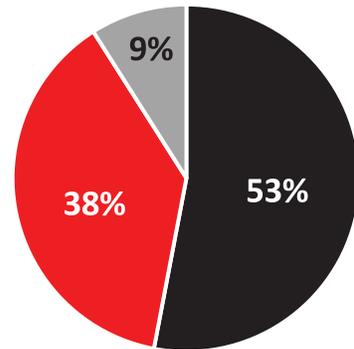
Minority second-year retention

(2014 cohort)

56%

African-American six-year graduation

A DIVERSE CAMPUS



WHITE ■ ALL MINORITIES ■ UNKNOWN OR ALIEN

INVOLVED STUDENTS

Student Volunteer Actions:

1,923

Student Volunteer Hours:

24,256



FROSTBURG STATE UNIVERSITY

Ronald Nowaczyk, President

Good afternoon Chairman Barnes and Chairman Zucker and members of the Education and Economic Development Subcommittee and the Education, Business and Administration Subcommittee.

On behalf of the students, faculty, staff, and alumni of Frostburg State University, thank you for providing me the opportunity to speak to you about our university's unique place in the State of Maryland, the ways we are transforming the lives of our students, how we are meeting the needs of the state, and how we are adapting to the changing landscape of higher education.

I ask you to support the Governor's budget as submitted to help us maintain some of this momentum.

I am now five years into my tenure as president of Frostburg. When I was last before you, I was proud to report on our successful endeavor of establishing a new strategic plan. We continue to build on the priorities outlined in that roadmap, while facing the once-in-a-lifetime challenges of the pandemic. Let's start there:

WHAT WERE THE EFFECTS AND WHAT WAS OUR RESPONSE TO THE PANDEMIC?

As you are aware, we closed our campus to in-person teaching and learning in March 2020 and pivoted to an online teaching model. Although this was a challenge for some faculty and students, we had great support from our Center for Teaching Excellence, as well as University of Maryland Global Campus and the Kirwan Center for Innovation. Fortunately, FSU has offered online courses and online programs for many years, and our summer session and January intersession are already almost fully online, making the switch to virtual format less of a challenge for our faculty who had already taught online.

The fiscal challenges are not to be underestimated – from efforts to physically protecting our faculty, staff, and students, to refunding housing payments and student fees. All told, we were facing a shortfall of more than \$10 million in FY21. We had many difficult but necessary decisions to make. We returned 36 vacant PINs (approximately \$1.8 million) and reduced our operating expenses by \$5.1 million. Some of those savings resulted from

operational changes on campus because of the virus (e.g., reduced travel). We also are using CRRSAA funding to cover additional safety and testing costs and to end the salary reduction plan we had put in place as a measure to balance our budget. Budget relief from USM was also instrumental in our maintaining a balanced budget.

Funds from the federal CARES ACT and CRRSAA helped the institution and our students meet some of the unexpected expenses. Unlike a number of institutions, FSU sought to address the most urgent and critical needs of our students by using an application process where people could “state their case” rather than give an across-the-board allocation. This was suggested to us by our Student Government Association, and I’m pleased we were able to successfully accommodate that process. More than 3,200 grants have been made to students with the federal funds.

After many hours of consultation with internal and external experts and taking advice from USM officials, FSU decided to open its campus to in-person learning for the fall semester of 2020, while maintaining several important precautions:

- The academic calendar was modified, with classes starting two weeks earlier than normal, and all classes and exams concluding before Thanksgiving. This allowed the semester to end at Thanksgiving break and not have students return until January, minimizing the potential spread of coronavirus posed by student travel between campus and other locations;
- Residence halls were

de-densified, with no more than one student in any residence hall room;

- All classes not fully online were taught as hybrid, or blended, classes, using both in-person and online pedagogy to reduce the size and frequency of in-person classes;
- Students who desired a fully online experience could arrange an online schedule;
- Brady Health Center, the campus health service, was available for testing of symptomatic students;
- The campus community was tested at the beginning of the semester and later in September, and biweekly testing of a randomized sample of students and employees on campus was conducted. (This protocol was expanded for the spring semester to antigen testing of the entire on-campus population twice a week.);
- Weekly wastewater testing was implemented to serve as an additional indicator; and,
- Rooms were made available at a local hotel for on-campus students required to quarantine or

self-isolate, with meal delivery by our food services contractor and daily checks from Brady Health.

Despite the unprecedented challenges, we were able to move forward and mark a number of successes:

STUDENT SUCCESS

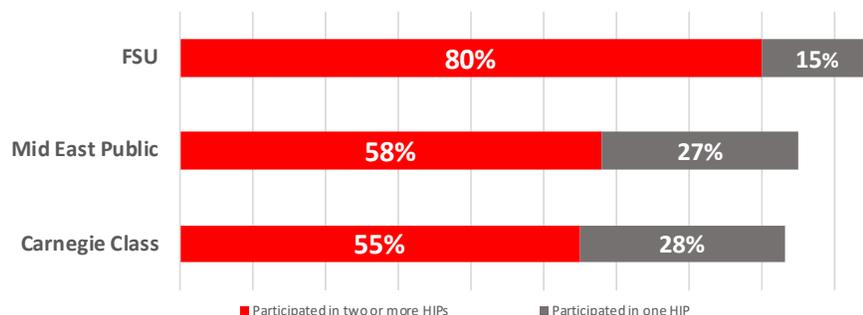
Despite the difficulties of the fall semester, our students maintained their level of achievement, in some cases exceeding previous years. More students proportionately earned As and made the Dean’s List, while fewer students were placed on academic probation in fall 2020 compared with fall 2019.

An important success initiative is our participation in the first-ever national Excellence in Academic Advising comprehensive strategic planning process, a program created by NACADA, a global association dedicated to enhancing the educational development of students in higher education, and the nonprofit Gardner Institute.

Excellence in Academic Advising establishes aspirational standards for institutions to evaluate and improve

A WORLD OF EXPERIENCES

Percentage of seniors who participated in a high-impact practice such as an internship, learning community, research with a faculty member, study abroad, service-learning or senior capstone experience



Source: National Survey of Student Engagement 2019 | Seniors



From left, Interim Provost Michael Mathias, President Ron Nowaczyk, College of Liberal Arts and Sciences Dean Kim Hixson, SGA President Noah DeMichele and College of Education Dean Boyce Williams lift their shovels for the groundbreaking of the Education and Health Sciences Center, scheduled to open in 2022.

academic advising, acknowledge the central role of advising in promoting student learning, success and completion. Frostburg State University and Johns Hopkins University were the only two Maryland institutions to be selected for this program.

A diverse and dedicated group of students, faculty and staff have been tackling the challenge of truly transforming academic advising at FSU.

FSU is implementing a Dual Advising Model and is in the final stages of recruitment for a director to oversee and manage the entire effort. In this model, students will have two advisors: A departmental faculty mentor for their major and a university advisor in a central office for general education issues, college policies, scheduling, and academic procedures. This model is most common at small-to-midsize institutions and has been shown to improve retention and graduation rates.

EDUCATION AND HEALTH SCIENCES CENTER

We broke ground on the new Education and Health Sciences Center. We offer thanks to the Governor for including the remaining construction funds in this year's capital budget. Its construction is expected to be completed next year.

RECOGNIZING OUR HISTORY AND CELEBRATING OUR DIVERSITY

As the state began to expand the footprint of State Normal School #2 between the 1920s and '60s, land in what is now the Upper Quad was purchased from a thriving African American community known as Brownsville, and later Park Avenue. This dislocation of residents has been the subject of historical writings, and FSU has taken several measures to honor the legacy of Tamar Brown and the community that she founded. In August, a monument commemorating the community was erected in the Upper Quad, which was where the community stood. (See photo on p. ii)

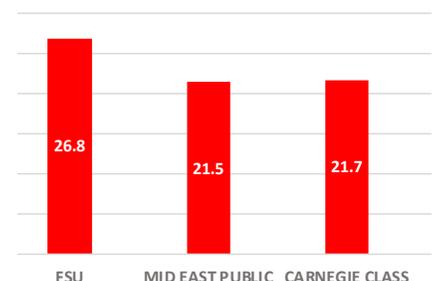
FALL '20 PROFILE

Undergrad	4,119
Master's	662
Doctoral	77
Total	4,858

Maryland Residents	3,965
Out-of-State	893

HIGH SCORING STUDENT-FACULTY INTERACTION

First-year students scored Frostburg higher for the quality of student-faculty interaction than its peer institutions and universities of the same Carnegie Class.



Mean score based on 60-point conversion scale – NSSE statistically significant designation.

Source: National Survey of Student Engagement 2019 | First-Year

The dedication, attended by former Park Avenue residents and Brownsville descendants, was, as described by the Cumberland Times-News, “the dedication of a monument to an area and era that marks sacrifice, racial injustice and an example of how to overcome inequities with strength, grace and hard work.”

Another step to recognize this heritage was naming our newest residence hall Brownsville Hall, which opened with the fall 2020 semester. The next effort in the works is the development of the Adams-Wyche Multicultural Center at the Lincoln School, a building that was historically the elementary school for the Brownsville Community. The

center, which will be designed to be inclusive, historically significant and student-centered, will become home to the FSU Office of Diversity, Equity, and Inclusion. The building will also include meeting space for the use of community and student organizations.

The design process, which will also include an inclusive outdoor

Design for Education & Health Sciences Center.



space, has begun, and thanks to a generous gift from FSU alumni Sandra Wyche Adams, class of 1986, and Tyrone Adams, class of 1987, the work will progress more quickly.

ENROLLMENT, RETENTION, AND GRADUATION RATES

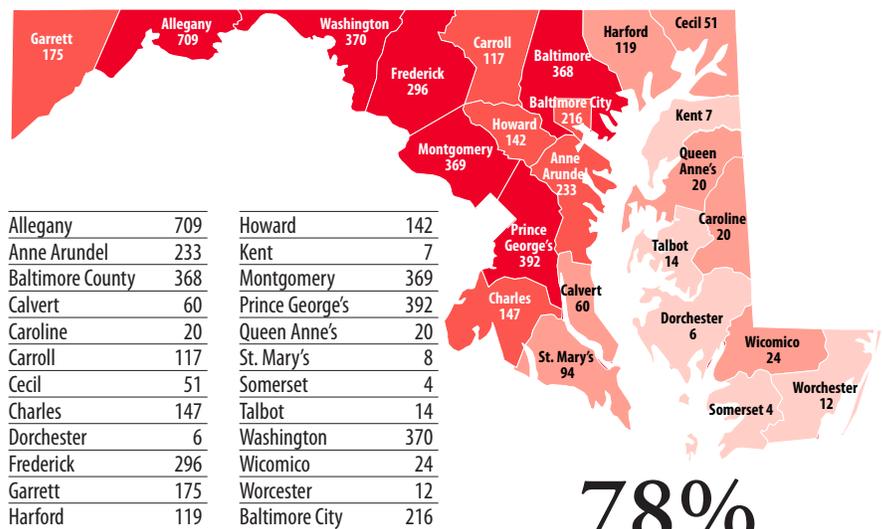
FSU has seen a recent gradual decline in first-time full-time students, much of which can be attributed to fewer high school graduates in Western Maryland pursuing higher education. Our applications, however, have risen recently. This is due, in part, to changes in our operations and use of the CommonApp. Our next hurdle is to convert those applications to enrolled students, which is a different challenge. We have found, despite not raising our tuition for the past two years, that affordability is a concern for many of the students who choose Frostburg. A significant proportion of students who do not enroll at FSU decide to enroll at their nearby community college. The pandemic also lowered our yield (acceptance to enrolled) rate, as it did to many of our peers, although we were impacted at a lower level relative to the national drop.

We have been able to maintain our first-to-second year retention rate, graduate rate and time to degree level over the past two years. Our time to degree rate is one of the lowest among USM institutions. Although we report a 6-year statistic, few of our graduates take six years to graduate (fewer than 10% of our graduates).



A student in the Physician Assistant program in Hagerstown demonstrates the Anatomy program.

STUDENT ENROLLMENT BY MARYLAND COUNTY FALL 2020

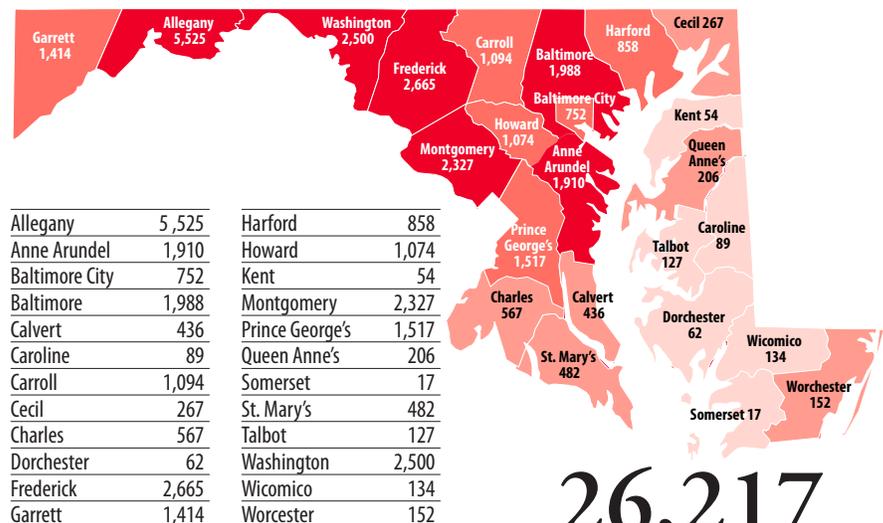


Maryland Residents 3,965

78%

Maryland Residents

ALUMNI BY MARYLAND COUNTY FALL 2020



26,217

Maryland Residents

NEW MILESTONES IN ACADEMIC PROGRAMMING

We have increased our program offerings in response to community, regional and workforce demand. These include:

5-YEAR BS IN EXERCISE AND SPORT SCIENCE/MS IN ATHLETIC TRAINING

This program, the first in its kind in Maryland, was in response to the Commission on Accreditation of Athletic Training Education's mandate that athletic training programs transition to master's degrees so its graduates can take the Board of Certification Exam. FSU previously offered athletic training as a bachelor's degree.

This is a dual-degree program where a student begins as an exercise and sport science major and completes that degree in three years. Upon graduating, they transition into the athletic training master's program, which takes an additional two years. The combined degree saves students time and money.

Employment opportunities extend beyond the typical high school and professional sports arena. Many other entities, including dance troupes, public safety such as police departments and firefighters, the military, and industrial corporations, are all beginning to see the benefits of having these professionals on staff.

MAJOR IN LIFE-CYCLE FACILITIES MANAGEMENT

The bachelor's degree in Life-Cycle Facilities Management applies environmental, societal and long-term sustainability goals to the construction and management of

buildings, manufacturing processes and products.

The program is designed for students interested in entering the career path, as well as for career changers who are already working in the construction, manufacturing or related industries. We are recruiting students for the first class now.

Life-cycle facilities management is a way of thinking beyond the traditional process of production and manufacturing to build resilience and sustainability into projects. Employers in our mid-Atlantic region are looking for people with these skills that cross disciplines as construction and manufacturing companies are rethinking their conventional practices.

The interdisciplinary program builds on knowledge in project management, finance, engineering and sustainability.

POST-BACCALAUREATE CERTIFICATES IN BUSINESS ANALYTICS, HEALTHCARE MANAGEMENT AND MANAGEMENT

Frostburg State University now offers Post-Baccalaureate Certificates (PBC) in business analytics, healthcare management and management as online programs. Post-baccalaureate certificates, which require half the coursework, tuition, and time of a traditional master's degree, can strengthen business skills, provide an opportunity to go deeper into subject areas and enhance knowledge for career

advancement, marketability or additional graduate studies.

The Business Analytics Certificate can be completed in three semesters, while Health Care Management and Management certificates can be earned in two semesters.

Students who successfully complete the PBC with a 3.0 GPA or higher are able to continue on to the FSU MBA program and will have GRE and GMAT requirements waived. The certificate coursework also counts toward their MBA degree.

All of Frostburg State's business programs are accredited by AACSB International.

PHYSICIAN ASSISTANT PROGRAM IN SECOND YEAR.

We are in our second year of offering a Master of Medical Science in Physician Assistant Studies and are in the process of enrolling our third cohort. Demand for this program remains high, and we have many more applicants than we have positions available. Each group is capped at 25 students as a requirement of our provisional accreditation status.

This program is offered through USMH in Hagerstown, at the USMH Agnita Stine Schreiber Health Science Center. Community partners, including the Meritus Health System, have been crucial to establishing and continuing this program. Local donors have contributed more than \$1.4 million through the "Building a Legacy of



Care” campaign to fund renovations, equipment, and scholarships.

\$4 MILLION US DEPARTMENT OF EDUCATION GRANT FOR MARYLAND ACCELERATES

The Maryland Accelerates teacher education program is a partnership with school systems in Frederick and Garrett counties that is designed to increase the number of certified teachers in Maryland schools, especially in the sciences, mathematics, and computer science, as well as to provide a career path for established teachers to mentor new educators. It builds on our historic

strength in teacher preparation while addressing the needs of school systems today and in the future. Ultimately, the goal will be to extend what is learned here to other high-need school systems.

Candidates in this program receive a master’s degree in elementary (K-6) or secondary (7-12) education in only 13 months, professional development mentorship, the opportunity to earn micro-credentials and a \$30,000 living-wage stipend during the year of residency in one of the two school systems.

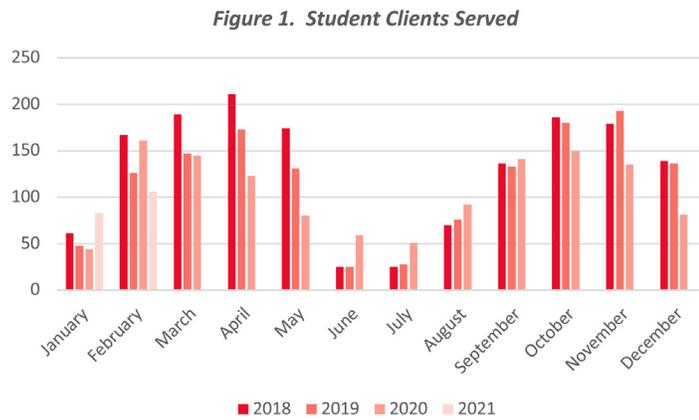
Additionally, experienced teachers in those schools will develop their mentorship and

coaching skills, which will prepare them to work with new teachers in an official capacity. This serves two purposes: It is designed to reduce the significant numbers of new teachers who leave the profession within their first couple of years, and it provides a better career pathway for experienced teachers who want to progress in their field but stay in the classroom. Creating professional development pathways is a key feature of the Kirwan Commission on Innovation and Excellence in Education, the initiative to improve Maryland’s public education system.

LEGISLATIVE ANALYST'S QUESTIONS

The President should comment on efforts to provide mental health services remotely and if there has been an increase in demand.

Frostburg State University contracts with UPMC Western Maryland to provide counseling services on campus. That arrangement has allowed us to provide more timely appointments for students and further referrals when necessary. Figure 1 illustrates the caseload by month for the past several years. *The data reveal that semester caseloads during the pandemic have not exceeded those found in previous years.* Curiously, we have seen an increase in caseloads during summer months and this past January, prior to the beginning of the spring 2021 semester. We attribute part of that increase to the availability of telehealth appointments and students accessing counseling services while off campus. We have received favorable reports from our counselors about the availability and efficacy of telehealth through our counseling center. We will continue the use of both in-person and telehealth appointments in the future.



The President should also comment on how the shift to providing courses and services online provided new opportunities and what impact it will have on FSU's future business model.

Most of the courses that were offered in Fall 2020 were taught in a blended (in-person/online) modality, allowing faculty to efficiently and effectively pivot to a fully online modality when necessary. We have made significant improvements related to access to technology resources for faculty and students, and access to training and support for distance learning. We have redirected funding to our technology budget and resources for synchronous online instruction. While many of our summer and winter intersession courses are taught in an asynchronous format, it was clear that students benefited from real-time synchronous interactions with fellow students and instructors. Therefore, we invested federal aid funding to support upgrades in audio and video equipment within classrooms and in professional development for faculty to enhance this transition.

Challenges of inequities in access to internet connectivity among students emerged due to uneven access to hardware and internet access. We have learned, for example, that accessing classes from campus locations may be better for many students than learning in a home environment. Field placements, both as part of curriculum requirements and for experiences like internships and study abroad, have been difficult to arrange.

Frostburg State's future business model will include several programs, both undergraduate and graduate, relying on greater use of technology remotely. We are in discussions with community colleges to deliver programs on their campuses in a blended technology format. We also see a future expanding on the success we have experienced for several years now with our RN-to-BSN online nursing program, which has consistently had more than 400 students enrolled each year. We are developing online undergraduate programs in areas that include interdisciplinary studies, business administration, health care administration (for associate degree students from allied health sciences), and programs that provide credit for apprenticeship-like experiences, especially with community colleges. We do not see this as duplicative with UMGC in that we concur with national data that indicate a desire by a segment of the adult population to have degrees from brick-and-mortar institutions. Our future business model includes not only the residential college experience but one in which we provide learning opportunities remotely through effective use of technology.



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.

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.

INSTITUTIONAL PRIORITIES

1. Enhance experiential and applied learning opportunities for students both inside and outside the classroom.
2. Improve facilities so that students live and learn in a modern and technologically sophisticated environment.
3. Increase student quality and improve student persistence to graduation.

STRATEGIC GOALS (2018-2023)

- Focus learning on both the acquisition and application of knowledge.
- Provide engaging experiences that challenge our students to excel.
- Expand regional outreach and engagement.
- Align university resources – human, fiscal, and physical – with strategic priorities.



One University. A World of Experiences.

FROSTBURG STATE UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE
UNIVERSITY SYSTEM OF MARYLAND