

# SALISBURY STATE UNIVERSITY

*1999*



## FACTBOOK



*2000*

SUA

LD  
4881  
.S175  
F32  
1999-00

**Institutional Assessment,  
Research & Accountability**

## **Preface and Acknowledgements**

The Office of Institutional Assessment, Research, and Accountability (ARA) is pleased to present the **1999-2000 Salisbury State University Factbook**. In this current edition, the staff of ARA presents its traditional publication, that, like the era in which we live, bridges between changing times. The Factbook is available via hard copy, and electronically via the World Wide Web.

The SSU Factbook is a ready source of information that supports trend analyses for programmatic review, patterns of enrollment, and demographic profiling of students, staff, and faculty. Sections have been established to provide a cursory examination of instructional support, institutional finances and facilities usage. Additionally, the Factbook includes an introductory section that profiles the University, recounts an abbreviated institutional history, and presents the SSU Mission Statement. The publication provides an abundance of trended, multiyear data to support information-based analyses and management-level decision-making.

Since the current edition of the SSU Factbook is the last of the decade, century, and millennium, it would be appropriate to recognize the outstanding staff of the Office of Institutional Assessment, Research, & Accountability who uphold a fine tradition in its production. While simultaneously juggling multiple and competing internal and external requests, these professionals labored at length to ensure that the Factbook is comprehensive, accurate, informative, and published in an appropriate timeframe. Ms. June Dysart coordinated the production of the Factbook and was responsible for the timely completion of the majority of its numerous reports; Ms. Maureen Belich supported the team effort via data generation, analyses, and spreadsheet production; Ms. Elaine Fansler processed and analyzed numerous data sets; Ms. Deana Karpavage coordinated the development of the cover page; and Ms. Paula Carlson provided valuable office support. Additionally, numerous offices and individuals directly and indirectly supported the production of the Factbook via their daily engagement with programming or portions of the data—data that inevitably emerged as information in this publication.

The Office of Institutional Assessment, Research, & Accountability is pleased to continue the production of this annual publication, which is supplemented by an abbreviated 'Spring' edition. The current edition went to press without several pages that have been published in previous editions. These pages have been delayed due to 'programming-related' issues surrounding our millennial change, and will be published in supplemental form subsequent to programming modifications. Additionally, in anticipation of changing informational demands and audiences, future editions of the SSU Factbook will experience substantial enhancements that better serve the administration and the entire campus constituency.

To assist the institutional community in planning, analyses, research, assessment, and accountability initiatives, the Office of ARA maintains an open information policy within appropriate protocols. We take great effort to ensure the accuracy and integrity of published data, while simultaneously responding to a variety of informational queries in a timely manner. The Factbook is a resource publication and should be utilized accordingly. If you have any questions regarding the data or require any related assistance, please do not hesitate to contact us.

Bryan Price  
Director,  
Institutional Assessment, Research, & Accountability  
December 1999



SUA

LD

4881

.S175

F32

1999-00

# TABLE OF CONTENTS

## *Introductory Information*

SSU Profile, Fall 1999 .....	1
University Environment .....	4
History of the University .....	5
The University Mission Statement .....	6
Strategic Plan, 1998-2003 .....	7-14
Board of Regents of the University System of Maryland .....	15
Organizational Chart, 1999-2000 .....	16

## *Student Enrollment & Student Characteristics*

Summary of Student Characteristics - Fall 1999 .....	17
Headcount & FTE Enrollments	
Academic Years 1976-77 to 1999-00 .....	18
Enrollment By Classification, Ethnicity & Status	
Fall 1999 - First-Time Freshmen, Undergraduate & Graduate .....	19
Enrollment by Age, Gender, & Status	
Fall 1999 - Total Enrollment (Undergraduate & Graduate) .....	20
Enrollment by Ethnicity, Gender, & Status	
Fall 1999 - Total Enrollment (Undergraduate & Graduate) .....	21
Enrollment by Residence & Ethnicity	
Fall 1999 - Full-time & Part-time New Undergraduates .....	22
Enrollment by Age	
Fall 1990 to Fall 1999 - Total Enrollment (Undergraduate & Graduate) .....	23
Enrollment by Status & Gender	
Fall 1990 to Fall 1999 - Total Enrollment (Undergraduate & Graduate) .....	24
Enrollment by Ethnicity	
Fall 1990 to Fall 1999 - Total Enrollment (Undergraduate & Graduate) .....	25
Enrollment by Ethnicity	
Fall 1990 to Fall 1999 - Full-time Undergraduate & Graduate .....	26
Residence by County of Origin	
Fall 1990 to Fall 1999 - Full-time Undergraduates .....	27
Residence by County of Origin	
Fall 1990 to Fall 1999 - Total Enrollment .....	28
Residency by State	
Fall 1990 to Fall 1999 - Total Enrollment .....	29
Residency by State	
Fall 1990 to Fall 1999 - Graduate Students .....	30
Residency by Region	
Fall 1999 - All Students .....	30
Student Housing	
Fall 1995 to Fall 1999 - Full-time Matriculated Undergraduates .....	31
On-Campus Residence by Gender	
Fall 1999 .....	31

## *Academic Disciplines*

Summary of Academic Programs & Services .....	32
HEGIS Taxonomy of Discipline Codes .....	33
Enrollment in Undergraduate Degree Programs	
Fall 1995 to Fall 1999 (Number & Percentage)	
by School & Discipline .....	34
Enrollment in Undergraduate Degree Programs	
Fall 1999 - by School, Discipline, Class & Status .....	35



Total Enrollment in Undergraduate & Graduate Degree Programs	
Fall 1999 - by School, Discipline & Ethnicity	36
Total Enrollment in Undergraduate & Graduate Degree Programs	
Fall 1995 to Fall 1999 - by School & Discipline	37
Enrollment in Secondary Education Track	
Fall 1999 - by Major & Classification	38
Graduates with Secondary Education Track	
1994-95 to 1998-99 by Major	38
Degrees Awarded by School (Number & Percent)	
1994-95 to 1998-99 - Undergraduate	39
1994-95 to 1998-99 - Honors Degrees	39
Degrees Awarded by Program	
1994-95 to 1998-99 - Baccalaureate & Masters	40
Number of Minors by School & Program	
for 1998-99 Bachelor Degree Recipients	41
Degrees Awarded by Major & Track	
1998-99	42
Degrees Awarded by Major & Concentration	
1998-99	42
Degrees Awarded by Type, Gender & Program	
1998-99 - Baccalaureate & Masters	43
Degrees Awarded by Type, Ethnicity & Program	
1998-99 - Baccalaureate & Masters	44
Student Credit Hours by School & Discipline	
Fall 1995 to Fall 1999	45
Student Credit Hours & FTES by HEGIS Code & Course Level	
Fall 1999 - All Courses	46
Student Credit Hours & FTES by HEGIS Code & Course Level	
Fall 1999 - Day Courses (8:00 a.m. to 5:00 p.m.)	47
Student Credit Hours & FTES by HEGIS Code & Course Level	
Fall 1999 - Evening Courses (After 5:00 p.m.)	48
Annual Student Credit Hour Production, 1994-95 to 1998-99	49
Analysis of Annualized FTE by Course Level	
FY92/93 to Fall 1999	51
Total Headcount Verses FTE , Fall 1992 to Fall 1999	51
Winter Term & Summer Sessions	
Enrollment, Student Credit Hours, & FTE	
Winter 1988 through Summer 1999	52
Grade Distribution Report (Overall Percentages by Grade)	
Fall 1993 to Fall 1998 - Undergraduate	53
Grade Point Averages, Mean Average Semester & Cumulative, by Class & Gender	
Spring 1994 to Spring 1999 - Full-time Undergraduates	54

### ***Student Recruitment, Retention & Employment***

Comparison of SAT Scores for SSU, State & National Percentiles	
Fall 1999	55
S.A.T. Score Ranges <i>New Freshmen</i>	
Fall 1994 - Fall 1999	56
Top Feeder High Schools - Maryland and Out-Of-State	
Fall 1999	57
Application / Acceptance / Enrollment	
Fall 1994 to Fall 1999 - First-time Freshmen	58
Applications / Acceptances / Enrollment	
Fall 1994 to Fall 1999 - Transfer Students	58
Student Transfers by Maryland Institution Previously Attended	
Fall 1995 to Fall 1999 - Full-time & Part-time Undergraduates	59
Transfer Patterns to SSU	
Fall 1994-Fall 1999	60

Retention & Graduation Rates for Transferring Students - Entering Juniors	
Fall 1993 to Fall 1998	60
Financial Aid Awards Summary - Undergraduates	
FY 1995-96 to FY 1998-99	61
Financial Aid Awards Summary - Graduates	
FY 1994-95 to FY 1998-99	62
Retention & Graduation Rates	
Freshmen Classes, 1988 to 1998	63
Six-Year Graduation Rates Fall 1980 to Fall 1992 Classes	
SSU First-Time Full-Time Freshmen from SSU and Other USM Institutions	64
African American Students Among Selected USM Institutions	64
Comparison of Graduation Rates Among Selected USM Institutions	65

## ***Faculty & Other Personnel***

Faculty Tenure Status by Rank, Department & School	
1999-00 - Tenured/Tenure-Track Faculty	66
Faculty by Gender, Race, Department, & School	
Fall 1999 - Full-time Faculty	67
Faculty by School, Rank & Gender	
Fall 1999 - Full-time Faculty	68
Average Years of Service & Age of Core Faculty by Rank	
Fall 1999 - Tenured/Tenure-Track Faculty	68
Source of Highest Degrees Awarded to Faculty	
1999-00 - Tenured/Tenure-Track Faculty	69
1999-00 - Full-time Contractual Faculty	70
Employees by Occupational Category	
Fall 1995 to Fall 1999 - Full-time & Part-time Employees	71
Employees by Category, Gender & Ethnicity	
Fall 1999 - Full-time & Part-time Employees	72
Summary of Faculty Characteristics	
Fall 1995 to Fall 1999 - All Faculty	73

## ***Instructional Support, Finance & Facilities***

Library Collections & Transactions	
Fall 1994 to Fall 1999	74
Full-time Undergraduate Tuition & Fees	
1995-96 to 1999-00	75
Operating Revenue	
Fiscal Year 1994 to Fiscal Year 1998	76
Expenditures	
Fiscal Year 1994 to Fiscal Year 1998	76
Physical Facilities Inventory	
1999-2000	77



1. The first part of the report is a general introduction to the subject of the study. It discusses the importance of the study and the objectives of the research. It also provides a brief overview of the methodology used in the study.

2. The second part of the report is a detailed description of the study area. It includes information about the location of the study area, the population of the study area, and the characteristics of the study area. It also discusses the data sources used in the study.

3. The third part of the report is a detailed description of the study results. It includes information about the findings of the study, the conclusions drawn from the findings, and the implications of the findings. It also discusses the limitations of the study and the need for further research.

### References

1. Smith, J. (2010). The importance of the study. *Journal of Research*, 10(1), 1-10.

2. Jones, A. (2011). The objectives of the research. *Journal of Research*, 11(2), 1-10.

3. Brown, C. (2012). The methodology used in the study. *Journal of Research*, 12(3), 1-10.

4. White, D. (2013). The location of the study area. *Journal of Research*, 13(4), 1-10.

5. Black, E. (2014). The population of the study area. *Journal of Research*, 14(5), 1-10.

6. Green, F. (2015). The characteristics of the study area. *Journal of Research*, 15(6), 1-10.

7. Grey, G. (2016). The data sources used in the study. *Journal of Research*, 16(7), 1-10.

8. White, H. (2017). The findings of the study. *Journal of Research*, 17(8), 1-10.

9. Black, I. (2018). The conclusions drawn from the findings. *Journal of Research*, 18(9), 1-10.

10. Brown, J. (2019). The implications of the findings. *Journal of Research*, 19(10), 1-10.

### Appendix

1. The first part of the appendix is a list of the data sources used in the study. It includes information about the location of the data sources, the population of the data sources, and the characteristics of the data sources. It also discusses the data sources used in the study.

2. The second part of the appendix is a list of the findings of the study. It includes information about the findings of the study, the conclusions drawn from the findings, and the implications of the findings. It also discusses the limitations of the study and the need for further research.

3. The third part of the appendix is a list of the conclusions drawn from the findings. It includes information about the conclusions drawn from the findings, the implications of the findings, and the need for further research. It also discusses the limitations of the study and the need for further research.

# Introductory Information





# Salisbury State University

## PROFILE

### FALL 1999

<b>Founding Date:</b>	1925	<b>Location:</b>	Wicomico County, Maryland
<b>Mission:</b>	Salisbury State University is a comprehensive institution of higher learning offering a traditional liberal arts curriculum and a variety of preprofessional and professional programs on both the graduate and undergraduate levels.		
<b>Interim President:</b>	Dr. Joel M. Jones		
<b>Carnegie Classification:</b>	Masters I		
<b>Total Headcount Enrollment:</b>	6060	total	
	11.3%	increase from Fall 1989 (5447)	
	0.2%	increase from Fall 1994 (6048)	
	0.3%	decrease from Fall 1998 (6080)	
<b>Ethnicity of Total Student Body:</b>	10.3%	Minority, including:	
	7.7%	African American	
	0.3%	American Indian	
	1.4%	Asian-American	
	0.9%	Hispanic	
	There are an additional 39 international students (0.6%), not included in minority population.		
<b>Undergraduate Student Body:</b>	5536	total	
	4708	full-time	
	828	part-time	
	57%	female	
	43%	male	
	10.4%	Minority, including:	
	7.7%	African-American	
	0.3%	American Indian	
	1.5%	Asian-American	
	0.9%	Hispanic	
	There are an additional 25 international students (0.5%), not included in minority population.		
<b>Graduate Student Body:</b>	524	Total	
	83	full-time	
	441	part-time	
	70.8%	female	
	29.2%	male	
	9.1%	Minority, including:	
	7.3%	African-American	
	0.2%	American Indian	
	1.0%	Asian-American	
	0.6%	Hispanic-American.	
	There are an additional 14 foreign students (2.7%).		
<b>Average Undergraduate Class Size:</b>	28%	of lecture courses have fewer than 20 students	
	42%	of lecture courses have between 20-29 students	
	27%	of lecture courses have between 30-49 students	
	3%	of lecture courses have 50 or more students	
<b>Total Number of courses:</b>	1403	course sections are scheduled between 8:00 a.m. and 10:00 p.m. (includes labs and independent studies)	
<b>Degree Offerings:</b>	29 undergraduate degree programs; 7 graduate degree programs		
<b>Enrollment in Most Popular Majors:</b>	776 (15.1%)	Business Administration	317 (6.2%) Physical Education
	679 (13.2%)	Elementary Education	276 (5.4%) Psychology
	477 ( 9.3%)	Biology	198 (3.9%) Nursing
	391 ( 7.6%)	Communication Arts	153 (3.0%) Accounting



**Degree Programs Profiled in Factbook:**

- |                           |                           |                      |
|---------------------------|---------------------------|----------------------|
| •Accounting               | •Fine Arts                | •Philosophy          |
| •Art*                     | •French                   | •Physical Education  |
| •Biology*                 | •Geography                | •Physics*            |
| •Business Administration* | •History*                 | •Political Science*  |
| •Chemistry*               | •Liberal Arts             | •Psychology*         |
| •Communication Arts*      | •Info. Systems Management | •Respiratory Therapy |
| •Economics*               | •Mathematics*             | •Social Work         |
| •Elementary Education*    | •Medical Technology       | •Sociology*          |
| •English*                 | •Music                    | •Spanish*            |
| •Environmental Health     | •Nursing                  |                      |

*\*Minor offered*

- Graduate Programs:**
- |                  |                                     |
|------------------|-------------------------------------|
| •M.A. English    | •M.B.A. Business Administration     |
| •M.Ed. Education | •M.Ed. Public School Administration |
| •M.A. Psychology | •M.S. Nursing                       |
| •M.A. History    |                                     |

**Degrees Conferred 1998-99:** 1169 bachelor's, 182 master's

**Resident Population on Campus:** 1699 (37%)  
Students from 33 states and 29 foreign countries were enrolled.

**Age of Students:** 87% of all **undergraduates** are age 24 and younger—put another way, 87% of all undergraduates were born during or since 1975  
19% of the **total student body** are age 25 and older

**Freshman Admissions, Fall 1999:** 4,501 applied  
2,572 accepted  
871 enrolled  
57.1% acceptance rate  
33.8% acceptance yield  
19.3% applicant yield

**Financial Aid Recipients:** 3850 undergraduate recipients  
174 graduate recipients

<b>First through third quartile SAT scores of SSU Freshmen</b>	First Quartile(25th %tile) 1030	Second Quartile(50th %tile) 1120	Third Quartile(75th %tile) 1200
----------------------------------------------------------------	------------------------------------	-------------------------------------	------------------------------------

<b>Tenured and Tenure-Track Faculty:</b>	215	tenured/tenure-track faculty
	88.7%	with terminal degrees
	85.0%	with doctorates
	13.5	years average length of service

Terminal degrees represent 99 institutions of higher education in 41 states, the District of Columbia and 4 foreign countries.

<b>All Faculty:</b>	394	total Faculty
	66.2%	are full-time
	261	full-time faculty (46 contractual and 215 tenured and tenure-track)
	76.1%	with terminal degrees
	73%	with doctorates
	82.4%	of full-time faculty are tenured or tenure-track
	100%	of full-time faculty teach undergraduate courses
	133	part-time faculty
	134	faculty instruct at least one graduate course/section

Terminal degrees represent 104 institutions of higher education in 41 states, the District of Columbia and 4 foreign countries.

**Grants/Sponsored Research**

FY 1994-95	\$1,191,987
FY 1995-96	\$1,346,586
FY 1996-97	\$1,325,094
FY 1997-98	\$2,185,519
FY 1998-99	\$1,345,342

(Source: Director of Accounts Payable/Loans & Grants)

**Operating Budget: (FY 99)**

**Actual** \$ 67,748,334

(Source: Associate Director of Administration & Finance)

**Undergraduate Tuition  
& Fees AY 1999-2000**

Annual In-state: \$4156

Annual Out-of-state: \$8550

(Tuition & Fees as of 3/25/99. Subject to change without notice by action of the USM Board of Regents)

**Private Support:**

**SSU Foundation, Inc.**

<u>Fiscal Year</u>	<u>Receipts for Support</u>	<u>Disbursements for Support</u>	<u>Assets</u>
1995	\$2,324,211	\$1,628,598	\$15,752,547
1996	\$3,388,310	\$1,981,650	\$20,174,682
1997	\$5,027,514	\$1,204,260	\$22,221,379
1998	\$5,779,046	\$2,385,255	\$26,498,293
1999	\$6,858,211	\$2,719,064	\$32,534,437

**Physical Plant:**

Located on 129.76 acres  
46 buildings including 10 residence halls

**Blackwell Library:**

463,981	bound volumes (includes government documents)
10,638	audiovisual items
1,662	current periodical subscriptions
	special collections of maps, art prints, etc.

**National and International**

**Honor Societies:** 16

**Accreditations:**

- American Chemical Society
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Council on Social Work Education
- International Association for Management Education (AACSB)
- Middle States Association of Colleges and Schools
- National Accrediting Agency for Clinical Laboratory Sciences (MT)
- National Athletic Trainer's Association
- National Environmental Health Science & Protection Accreditation Council (EHAC)
- National League for Nursing (NLN)

**Equal Opportunity Statement:** It is the policy of Salisbury State University to provide equal employment and educational opportunities without regard to race, color, religion, national origin, sex, age, marital status or handicap as required by Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Civil Rights Act of 1991, Section 504 of the Rehabilitation Act of 1973, Americans With Disabilities Act of 1990, and other equal opportunity regulations. It is also the policy of Salisbury State University to provide equal employment and education opportunities and employment, including recruitment, hiring, promotion and other terms and conditions of employment without discrimination. Notwithstanding the above, nothing herein shall give rise to a claim or complaint for alleged discrimination on the basis of sexual orientation because of any University action or omission taken in compliance with any Federal or Department of Defense Regulation prohibiting or restricting or otherwise creating disparate treatment in the participation of any Military, Defense, National Guard or Reserve training program. Nothing herein shall give rise to any claim or complaint of alleged discrimination against Salisbury State University, the State of Maryland, its employees, agents or assigns because of an act of alleged discrimination committed by any third party. Inquiries should be directed to the Equal Employment Opportunity Officer, Salisbury State University, 1101 Camden Avenue, Salisbury, Md. 21801.

Telephone: (410) 543-6426.

Profile.1299

## University Environment

Salisbury State University is located in Salisbury, Maryland, centrally located on the Eastern Shore of Maryland. The Eastern Shore of Maryland is that part of the Delmarva Peninsula in Maryland between the Chesapeake Bay on the west and the Atlantic Ocean on the east. The state of Delaware borders the region and a portion of the state of Virginia lies to the south.

First explored by Captain John Smith, the Shore retains much of its historical charm and natural beauty. Because of its miles of shoreline and many rivers, the Eastern Shore has become known for its recreational offerings. Tourism and both recreational and commercial fishing, although diminished in recent years, have been important sources of income. Agriculture has remained an important industry since settlers first landed in the early 1600's. The Atlantic beaches, relatively mild winter temperatures, and relaxed lifestyle attract both summer vacationers and permanent residents. As the population has increased and the economy diversified, more persons have become employed in manufacturing, wholesale and retail trade, and professional services. According to the Maryland Office of Planning the 1995 population of the Eastern Shore, consisting of nine Maryland counties, was 370,050. This figure represents an 24.8% increase from the 1980 census (296,620). The population is projected to increase another 6% by the year 2000 (to 391,900) and another 5% between 2000 and 2005.

Salisbury, which is the cultural and economic hub of the Eastern Shore, is its largest city with a metropolitan population of 60,000. Located at the crossroads of Routes 50 and 13 and along the Wicomico River, Salisbury is the county seat for Wicomico County and a major distribution point for supplies and materials to the rest of the area. Unknown to many, Salisbury is the busiest port in Maryland after Baltimore. Its Salisbury-Wicomico Airport is also the state's busiest after Baltimore-Washington International. Manufacturing and processing industries employ the largest number of residents, but both wholesale and retail firms and service industries are important components of the community's economy.

Salisbury is located 115 miles east of Washington, D.C., 125 miles south of Philadelphia, and 30 miles west of Ocean City, Maryland, which swells to a population of 300,000 during the summer months. The 1990 population of Wicomico County was 79,400, an increase of 23% from 1980. The population is expected to increase another 6% by the year 2000 (to 84,000) and another 5% between 2000 and 2005.

Along with its economic importance, Salisbury offers many social and cultural opportunities. Its newspapers, television and radio stations, movie theaters, stores, businesses and industries, museums, libraries, civic center, cultural programs, houses of worship, public and private schools, and community college and university all contribute to an on-going vitality and significance in the life of the peninsula, and Maryland.

Five institutions of higher education serve the Eastern Shore. Washington College located in Chestertown, Maryland is a private college, and the northern-most institution on the Eastern Shore. Chesapeake College is a community college located in Wye Mills that serves five counties on the Upper Shore. Wor-Wic Community College and Salisbury State University (SSU) are located in Salisbury, Maryland. The University of Maryland Eastern Shore (UMES), is located 12 miles to the south in Princess Anne, and is a sister institution to SSU within the University System of Maryland. In 1998 these five institutions signed an historic Memorandum of Agreement to form the Eastern Shore Association (ESAC) of College Presidents. The alliance was created to develop inter-institutional strategies to expand educational opportunities for students and to promote the higher education services and economic development of the region.

## History of the University

In 1922, the Maryland State Legislature established a commission to determine a location for a two-year normal school on the Eastern Shore of Maryland. A site at Salisbury was selected by the commission and the institution was opened in September, 1925.

The school offered a two-year course for the preparation of elementary school teachers until 1931 when the program was expanded to three years. In 1934, the course of studies was again expanded to four years and in 1935, by action of the Legislature, the University was authorized to grant the bachelor of science degree and to change its name to the State Teachers College at Salisbury.

In 1947, expansion of the teacher preparation program occurred to include the junior high school level. In 1960, the program was expanded to include teacher preparation for the senior high school level and the establishment of a four-year program in the arts and sciences, with majors in several academic fields, leading to the bachelor of arts and the bachelor of science degrees. In 1962, the State Board of Trustees approved a graduate program leading to the master of education degree.

By legislative action, the five state teachers colleges in Maryland became state colleges in 1963, with the word "teachers" deleted from the name, and a new board of trustees was established known as the Board of Trustees of the State Colleges. Under the jurisdiction of this governing board, the major emphasis was placed on the development of the University's undergraduate program, with majors in the arts and sciences as well as professional preparation leading to teacher certification.

Since 1963, the University has expanded rapidly and presently offers 29 undergraduate majors including professional programs in business administration, social work, medical technology, and nursing, in addition to curricula in education and the arts and sciences. In 1971, a program leading to the master of arts degree in history was approved; in 1974, a master of arts degree in psychology was established. Most recently, graduate programs leading to a master's of business administration and a master's in nursing were added in 1982.

Through legislation effective July 1, 1988, Salisbury State along with five other institutions formerly governed by the Board of Trustees of the State Universities and Colleges, became a part of the University of Maryland System. On the same date, the name of the institution was officially changed from Salisbury State College to Salisbury State University, through separate legislative action.

Salisbury State University is the largest higher education institution on the Eastern Shore of Maryland with a Fall 1999 enrollment of 5181 F.T.E. (Full-Time Equivalent) students. As an integral part of the public system of higher education in the state, the university is supported, in part, by appropriations authorized by the State Legislature.



# The University Mission Statement

## MISSION

Salisbury State University's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to lifelong learning and active citizenship in a democratic society and interdependent world.

## VALUES

The core values of Salisbury State University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

**Excellence:** Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

**Student-Centeredness:** Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

**Learning:** We believe that learning is fundamental to living a life with purpose in an increasingly interrelated world and that our role is to teach students not what to think, but how to think. The University introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

**Community:** Salisbury State University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

**Civic Engagement:** The University stands as a part of, rather than apart from, the local and regional community. Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs, and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

**Diversity:** Salisbury State University views itself as a just community where there is respect for the value of global, societal, and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

# Strategic Plan, 1998-2003

## MISSION

SSU's mission is to cultivate and sustain a superior, student-centered learning community where students, faculty and staff are viewed as both teachers and learners, and where a commitment to excellence permeates all aspects of University life. We recruit exceptional and diverse faculty, staff, undergraduate and graduate students and support them as they work together to reach the University's goals. Serving Maryland and the Mid-Atlantic region, we are concerned participants in responding to the educational, economic, cultural and social needs of our community and believe that service is a vital component of civic life. Our highest purpose is to empower our students with the knowledge, skills and core values that contribute to life-long learning and active citizenship in a democratic society and interdependent world.

## VALUES

The core values of Salisbury State University are excellence, student-centeredness, learning, community, civic engagement, and diversity. We believe these values must be lived and experienced as integral to everyday campus life so that students make the connection between what they learn and how they live.

Excellence: Excellence, the standard against which all University activities and outcomes are measured, connotes the perfection and the quality for which we strive and hold ourselves accountable. We accept the notion that the quality of a university depends on the heads and hearts of those in it.

Student-Centeredness: Our students are the primary reason for our existence. Our focus is on their academic and individual success and on their health and well-being. We are committed to helping students learn to make reasoned decisions and to be accountable for the outcomes of the decisions they have made.

Learning: We believe that learning is fundamental to living a life with purpose in an increasingly inter-related world and that our role, is to teach students not what to think, but how to think. The university introduces students to a system of ideas about the nature of humanity, the universe, and the world created by art and thought. Through active learning, service learning, international experience and co-curricular activities, students connect research to practice, and theory to action.

Community: Salisbury State University takes pride in being a caring and civil place where individuals accept their obligations to the group, learn through their interactions and relationships with others, where governance is shared, and where the focus is on the common good. We honor the heritage and traditions of the institution which serve as a foundation for future change.

Civic Engagement: The University stands as a part of, rather than apart from, the local and regional community.

Recognizing its history and traditions, we seek to improve the quality of life for citizens in the region. We believe it is our responsibility to enrich cultural life, enhance the conduct of public affairs, and contribute to the advancement of the region. We seek to instill in our students a lifelong commitment to civic engagement.

Diversity: Salisbury State University views itself as a just community where there is respect for the value of global, societal, and individual differences and commitment to equal opportunity. Diversity is purposefully cultivated as a way to strengthen and enhance our University community.

## **VISION**

Salisbury State University will achieve national eminence as one of the country's best public comprehensive universities by maintaining, enhancing, and building upon the nurturing student-oriented environment we now provide and by being a model student-centered community of learning and civic engagement.

## **Expected Outcomes**

Salisbury State University's graduates will:

- possess a broad base of knowledge
- demonstrate competence in a specific academic discipline
- speak, read, write and listen effectively using a variety of media
- know how to obtain, accurately assess, and present information and ideas
- identify and solve problems, think critically, and reason effectively
- develop a set of convictions that can guide the conduct of their lives
- act with respect for diversity
- practice leadership based on integrity, fairness, and respect for others
- make judgments based on ethical awareness and reflections
- make and defend judgments about the quality of artistic expression
- demonstrate involvement and responsibility in the community
- exhibit creativity and independence of mind
- value life-long learning.

## **GOALS AND OBJECTIVES**

**Goal A: To maintain a vibrant, intellectually engaged, educationally purposeful community of learning.**

### **Objectives**

#### **1. The University will continue to strengthen its emphasis on learning.**

- Each school/department will define clear expectations for student validation of learning outcomes prior to graduation.
- Faculty development opportunities and resource support will assist faculty in modifying teaching approaches, creating learning environments, pursuing scholarly activities and assessing student learning outcomes.
- Faculty workload, evaluation and reward systems will reflect the emphasis on learning.
- The academic calendar, class size, and student-faculty ratios will be examined in the context of the focus on learning and recommendations made regarding needed changes.

- Emerging technologies will be implemented in ways that complement the traditional academic program and meet regional educational/training needs.
2. **The general education component of the curriculum will be integral to major programs of study and elective courses to enhance academic community, and to contribute substantially to educational excellence.**
    - The general education component of the curriculum will be reviewed by the faculty and recommendations made for any proposed changes.
    - The role and importance of interdisciplinary courses will be considered in the general education review.
    - A comprehensive assessment of the outcomes of general education will be undertaken.
  3. **Students will actively engage in learning opportunities provided by undergraduate research, internships, and other comparable experiences.**
    - Schools will define undergraduate research projects, internships, or other active learning experiences for their students and will establish targets for appropriate levels of achievement.
    - Internships for students will be cultivated by academic departments and will be coordinated to assure successful experiences and access to information for both students and faculty.
    - Resources will be identified to encourage students to participate in undergraduate research and scholarly projects and to reward outstanding accomplishments.
    - Schools will provide a vehicle for celebrating and communicating undergraduate accomplishments.
    - Faculty and staff reward systems will reflect the emphasis on faculty and staff involvement in active learning experiences.
  4. **Students will actively engage in service learning opportunities provided by structured community involvement experiences.**
    - Schools will define service learning experiences for their students and will establish targets for appropriate levels of achievement.
    - Service learning opportunities will be centrally coordinated on campus to facilitate access for students and faculty.
    - Service learning experiences will be coordinated with other aspects of the students' curriculum.
    - Faculty and staff participation in student service learning experiences will be included in the reward systems.
    - Outcomes of service learning programs will be regularly assessed.
  5. **Students will actively engage in international learning opportunities provided by an array of international learning experiences.**
    - Schools will identify international learning experiences for their students and will establish appropriate levels of achievement.
    - Opportunities for international experiences for students and faculty in all disciplines will be expanded and clearly communicated.
    - Administrative processes will be streamlined where necessary to facilitate agreements for international experiences.
    - The outcomes and impact of the international learning experiences will be regularly assessed.
  6. **The University will clearly express the shared civic principles used to guide interactions in the campus community.**
    - The principles presently guiding community life that are articulated either directly or indirectly in various campus documents and processes will be refined to provide comprehensive direction for community living.
    - Faculty, students and staff will identify, refine, articulate, and determine application of these principles.



**7. The University's graduate programs will be strengthened.**

- The need for additional graduate programs will be assessed.
- Each graduate program will be examined in the context of the University's mission, goals and objectives.
- Resource needs for graduate programs will be determined and a plan to meet these needs will be developed.
- Continuing opportunities for collaborative graduate programs will be sought.
- A plan will be developed for monitoring graduate program outcomes.
- The responsibility for graduate program oversight within the administrative structure will be clarified.

**8. The University will maintain its controlled growth rate of 3% over the next five years.**

- A long term enrollment plan will be developed that emphasizes enrollment of first-time full-time freshmen and the implications of growth in this sector of students.
- The use of extended learning to increase enrollments while minimally impacting facilities will be explored.
- The focus of growth will be primarily at the graduate level.

**Goal B: To provide a student-centered campus that holds all aspects of the student experience as focal.**

**Objectives**

**1. Recruitment and selection of students will be consistent with the University's mission and goals.**

- Scholarship funds for students will increase.
- The University will be more proactive in assuring that admitted students matriculate.
- Technology will continue to be used to facilitate the student recruitment, application, and selection processes.
- The role of faculty in recruitment and selection will be defined.
- The adequacy of services available for physically and learning challenged students will be examined and recommendations made.

**2. Student needs will be considered a major factor in the offering of student services.**

- Flexible course offerings, such as evening and weekend courses, will be considered.
- Flexible scheduling of advising services will be considered.
- A highly integrated program of admission, advising, registration, instruction, and career placement will be available to all students.
- A mechanism for on-going assessment of student service needs will be implemented.
- Computer technology will be used to enhance the delivery of academic and student services.

**3. Current retention and graduation rates will be maintained or improved.**

- Each School will have a specially trained academic advising coordinator to complement the services of faculty advisors and to enhance advising services.
- Faculty development activities will continue to assist faculty in maintaining currency in advising-related activities and information.
- Tutoring and mentoring services will be enhanced.
- The New Student Experience Seminar will place greater emphasis on advising and retention of students.
- Consideration will be given to expanding the New Student Seminar alternative experiences to include every freshman and transfer student.
- The effectiveness of the advising process will be monitored on an ongoing basis.

**4. Graduate and undergraduate students will be assisted with integration of their career enrichment experiences.**

- Faculty and student affairs staff will explore ways to help students document their out-of-class learning experiences as part of their transcript.
- The Career Services office will assist departments in selecting internships and other active learning experiences consistent with their career goals.
- Models for enhancing the delivery of placement and career development services to undergraduate and graduate students will be explored and recommendations made.
- Graduate school placement services will be enhanced.

**5. The development of leadership and teamwork skills will be emphasized.** A plan for the development of leadership skills will be elaborated, implemented and assessed by faculty and student affairs' staff.

**6. Student services will be restructured to reflect a wellness model.**

- The development of an integrated campus-based wellness program for faculty, students and staff will be explored.
- Current physical fitness facilities will be expanded to meet student, faculty and staff demand.

**Goal C: To continue to be active partners in responding to the educational, economic, cultural and social needs of the region.**

**Objectives**

**1. The University will develop and promote innovative educational programs and economic support programs for the region.**

- Available and emerging technologies will be evaluated for use in offering on-site programs to meet workplace educational needs.
- Schools will have partnership boards with appropriate regional organizations to serve as incubators for programs contributing to economic development.
- An expedited approval process for programs enhancing economic development will be explored.

**2. Educational services focused on the needs of regional life-long learners and alumni will be offered.**

- The life-long learning needs, including undergraduate, graduate, and extended needs of the region will be regularly assessed.
- The development of an Institute for Life-Long Learning will be considered and recommendations made and implemented as appropriate.
- The best administrative structure for assuring the delivery of appropriate life long education programs will be determined.
- Interactions between non-traditional students and traditional students will be encouraged.

**3. The educational needs of high school students seeking higher education experiences will be addressed.**

- University experience programs will be provided for high school students as a way of earning college credit and experiencing college life.
- University experience programs will be effectively tied to recruiting outstanding students for the freshman class.

**4. Efforts will continue to expand collaboration and partnership opportunities.**

- Partnerships with the K-12 school system will be expanded.
- Collaborative academic programs will continue to be a priority, particularly those between SSU and UMES.
- Plans to assess the effectiveness of collaborations and partnerships and resource use will be built into agreements.

- Opportunities for collaboration through the Eastern Shore Associated Colleges will be explored on an ongoing basis.
5. **The educational mission of the university will be supported with well-rounded cultural and academic resource programs.**
    - Cultural/academic resource programs will be used to complement the University's academic objectives.
    - A plan will be developed and implemented for increasing community, faculty, staff and student involvement in and support of cultural/academic resource programming.
  6. **The University will develop an integrated mechanism for the community to access the services and expertise of the University.**
    - The University will support entrepreneurial activity with the community.
    - The University will support faculty, staff, and students engaging in outreach activities.

**Goal D: To build a caring community where each individual feels affirmed and respected.**

#### **Objectives**

1. **The University will recruit students and faculty reflective of our desire for a diverse and culturally rich community.**
  - The University will continue to implement the Minority Achievement Plan and will continue active recruiting of international students and other under-represented student groups.
  - Faculty recruitment will increase the number of qualified women and minority faculty as well as faculty with degrees from a wide range of institutions.
  - Innovative efforts to recruit minority students, such as school partnerships, faculty and student mentoring, and school enrichment programs will be expanded.
2. **An inclusive shared governance structure will be developed.**
  - Faculty, staff, and students will be represented and will be strongly encouraged to participate in the governance structure.
  - University governance mechanisms will ensure that individuals are consistently treated with justice, equity, and respect for diversity and human dignity.
  - Administrative decision making processes will be reviewed to assure that faculty, staff and students have appropriate input into decision making.
3. **Communication at all levels of the campus community will be improved.**
  - The various units of the administrative and governance structures will be used as vehicles for communication.
  - Satisfaction with communications within the University community will be monitored on an on-going basis.
4. **The budget process will be more open and participatory.**
  - Administrative and governance structures will ensure that faculty and staff will have significant opportunities for input into the budget process.
  - Communication about budget decisions will be enhanced.

**Goal E: To strengthen the University's human, learning, physical and fiscal resources.**

**Objectives**

**1. Resources and recognition for faculty will be enhanced.**

- Efforts to bring faculty salaries at each rank to the level of the AAUP 85th percentile will continue.
- A comprehensive faculty development program will be developed and implemented and coordinated resources made available.
- Opportunities for greater faculty involvement in University administration will be identified.
- Development opportunities will be coordinated with sabbaticals and faculty members held accountable for the work accomplished while on sabbatical.
- Outstanding teaching will be rewarded in each School.
- University merit, tenure, and promotion awards will reflect the University's mission and goals and will be based on clearly defined and comprehensive standards of excellence.
- The employment status, benefit options, and evaluation of full- and part-time contractual faculty will be assessed on an ongoing basis.
- Departments will be empowered to pursue entrepreneurial opportunities.

**2. Technologic, scientific and classroom resources will be appropriate for maximal implementation of the curriculum.**

- A long-range technology enhancement plan will be developed and widely circulated and implemented as resources become available.
- Supplemental budget money will be available regularly for purchase of major scientific equipment, learning technologies, and updating of classroom facilities.
- Technologically integrated classrooms will be established for use by every department.
- Undergraduate students engaged in research will have access to funds to purchase needed equipment.
- Incoming students will be increasingly expected to own, purchase or lease their own computers.
- Technological support services to faculty, staff, and students will be enhanced to reflect the University's vision.

**3. The Library will be better integrated with the educational processes of the community.**

- The University's library will be a primary center of learning on campus and will be an environment that promotes student and faculty scholarship.
- The concept of the modern library will be explored in light of technological developments and electronic access.
- The library will obtain state-of-the-art data bases and electronic access and will provide staff support for these resources.
- The library's holdings and resources will be comparable to those of our aspirational peers.
- Library resources, including those of the Research Center for Delmarva History and Culture, will be integrated to facilitate easy access to a wide range of information.

**4. Support of University staff will be enhanced.**

- Efforts will continue to support and increase staff compensation including bringing administrative staff salaries to the CUPA 60th percentile.
- Development opportunities for all staff will be increased and improved.
- An incentive and reward system for staff will be developed and implemented.
- Conversion of contingent positions to State positions and State-equivalent positions will be a priority.

**5. The efficiency, effectiveness, and quality of services provided by all administrative units will be improved.**

- All administrative units will complete a self-assessment to identify strategies for improving efficiency, effectiveness and quality and will implement appropriate strategies.



- Information systems will be upgraded as necessary.
- Administrative units improving their efficiency, effectiveness, and quality of service will be acknowledged and rewarded.

**6. The University's physical environment and facilities will reflect the mission, goals, and objectives of the institution.**

- The facilities master plan will be closely tied to the University strategic plan.
- Academic departments currently housed on the East campus will be relocated to the main campus.
- A mechanism will be determined to allow for faculty, student, and staff input into physical environment and facilities priorities.

**7. The University will attract and increase private support for endowments, scholarships, academic support and other initiatives.**

- A loyal and responsive constituency of alumni, individual donors, volunteers, and advocates will be built.
- The reputation of the University will be enhanced among opinion leaders, peer institutions, graduate schools, traditional 2-year community colleges and the general public.
- Partnerships and financial enterprises will be forged with constituents both on and off campus.
- Appealing activities that are educational, social, athletic, and cultural will be offered to alumni and other constituents.
- The public phase of a major capital campaign will be initiated.
- Annual, planned giving, and corporate and foundation fund-raising efforts will be enhanced.
- Entrepreneurial partnerships with state, regional and national entities will be cultivated to enhance revenue available for the academic mission of the University.
- Faculty and staff will be encouraged to expand the University's grants and sponsored research awards and will be rewarded accordingly.



**The Board of Regents  
The University System of Maryland  
Elkins Building  
Adelphi, Maryland 20783**

The Board of Regents of the University System of Maryland has responsibility for the direction and control of the following public universities and colleges of the State: Bowie State University, Coppin State College, Frostburg State University, Salisbury State University, Towson University, University of Baltimore, University of Maryland at Baltimore, University of Maryland Baltimore County, University of Maryland College Park, University of Maryland Eastern Shore, and the University of Maryland University College.

**Chairperson**

Lance W. Billingsley, Esquire  
Riverdale, MD 20737

**Members:**

Nathan A. Chapman, Jr.  
Baltimore, Maryland 21202

Edwin S. Crawford  
Baltimore, MD 21202

Thomas B. Finan, Jr.  
Cumberland, MD 21502

Michael C. Gelman  
Bethesda, MD 20814

Louise Michaux Gonzales  
Baltimore, MD 21201

The Honorable Steny H. Hoyer  
Washington, D.C. 20515

The Honorable Harry R. Hughes  
Denton, Maryland 21629

Leronia A. Josey, Esquire  
Baltimore, MD 21202

Clifford M. Kendall  
Potomac, Maryland 20854

Dr. Jeong H. Kim  
Landover, Maryland 20785-2237

Admiral Charles R. Larson, USN (Ret.)  
Annapolis, Maryland 21401

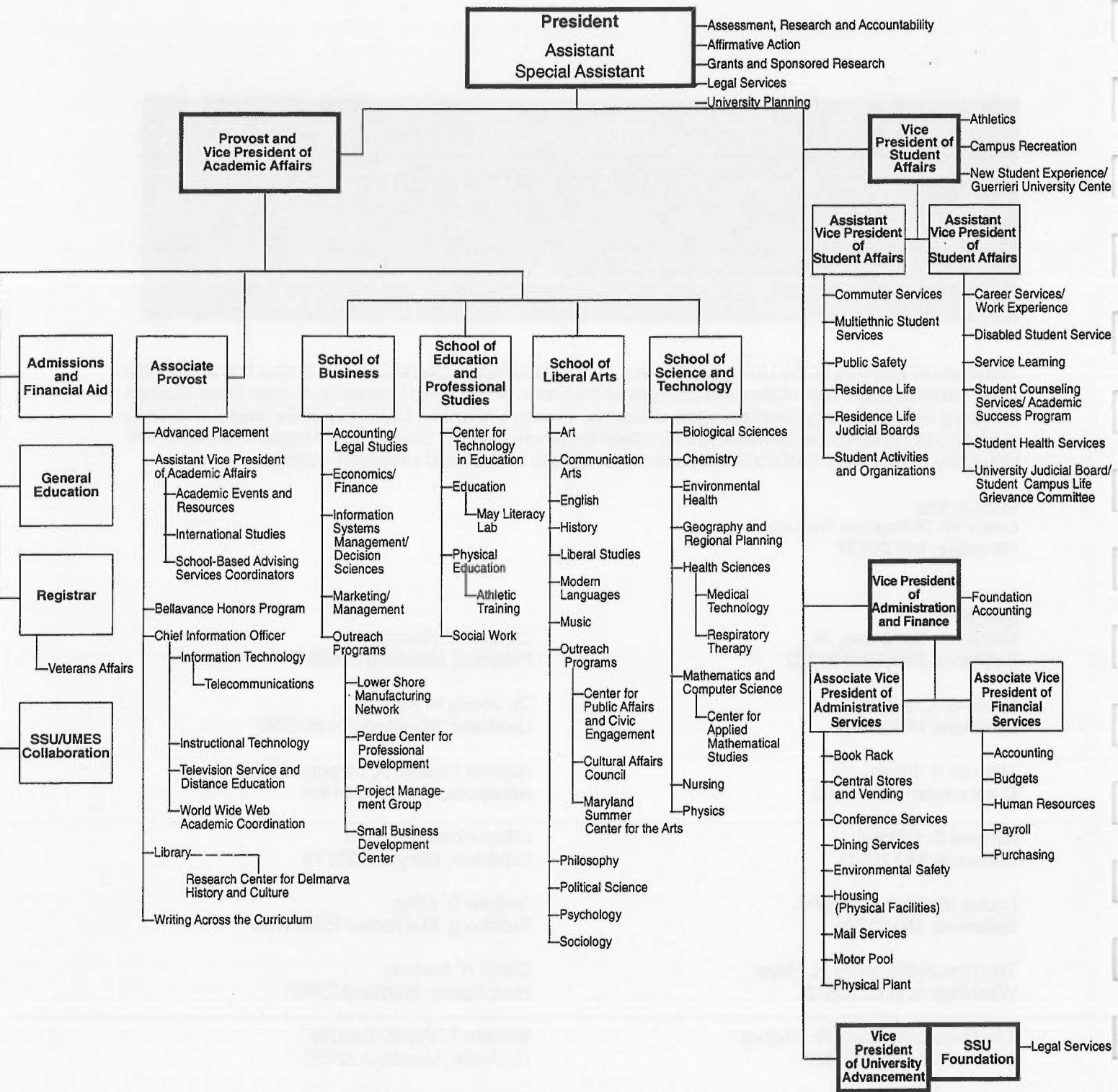
Lillian Hobson Lincoln  
Landover, Maryland 20745

Andrew D. Miller  
Frostburg, Maryland 21532-1099

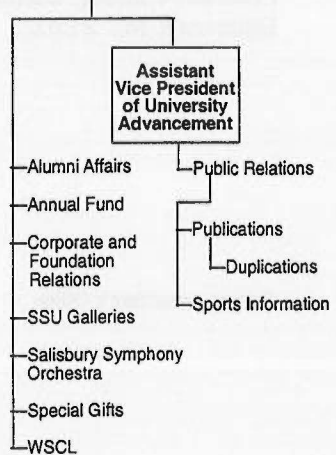
David H. Nevins  
Hunt Valley, Maryland 21031

William T. Wood, Esquire  
Rockville, Maryland 20850

Henry A. Virts, DVM  
Annapolis, MD 21401-3787



# Salisbury State University Organizational Chart 1999-2000



# Student Enrollment & Student Characteristics



## Summary of Student Characteristics - Fall 1999

HEADCOUNT	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate	4708	828	5536	91.4%
Graduate	83	441	524	8.6%
Total	4791	1269	6060	100.0%

GENDER	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate Males	2027	361	2388	43.1%
Undergraduate Females	2681	467	3148	56.9%
Total Undergraduates	4708	828	5536	100.0%
Graduate Males	26	127	153	29.2%
Graduate Females	57	314	371	70.8%
Total Graduates	83	441	524	100.0%
Total Males	2053	488	2541	41.9%
Total Females	2738	781	3519	58.1%
<b>Total Enrollment</b>	<b>4791</b>	<b>1269</b>	<b>6060</b>	<b>100.0%</b>

ETHNICITY	Full-Time	Part-Time	TOTAL	% of Total
<b>First-time Freshmen</b>				
African American	34	3	37	4.2%
White	748	12	760	87.3%
Other & International	74	0	74	8.5%
Total First-time Freshmen	856	15	871	100.0%
Undergraduate African American	258	167	425	7.7%
Undergraduate White	4113	596	4709	85.1%
Undergraduate Other & International	337	65	402	7.3%
Total Undergraduate	4708	828	5536	100.0%
Graduate African American	9	29	38	7.3%
Graduate White	59	391	450	85.9%
Graduate Other & International	15	21	36	6.9%
Total Graduates	83	441	524	100.0%
Total African American	267	196	463	7.6%
Total White	4172	987	5159	85.1%
Total Other & International	352	86	438	7.2%
<b>Total Enrollment</b>	<b>4791</b>	<b>1269</b>	<b>6060</b>	<b>100.0%</b>

AGE	Full-Time	Part-Time	TOTAL	% of Total
Undergraduate 24 & under	4397	412	4809	86.9%
Undergraduate 25 & over	311	416	727	13.1%
Total Undergraduates	4708	828	5536	100.0%
Graduates 24 & under	33	41	74	14.1%
Graduates 25 & over	50	400	450	85.9%
Total Graduates	83	441	524	100.0%
Total 24 & under	4430	453	4883	80.6%
Total 25 & over	361	816	1177	19.4%
<b>Total Enrollment</b>	<b>4791</b>	<b>1269</b>	<b>6060</b>	<b>100.0%</b>

RESIDENCE (of Origin)	Full-Time	TOTAL	% of Total
<b>Full-Time Undergraduates</b>			
Eastern Shore, MD	1273		27.0%
Western Shore, MD	2408		51.1%
Out-of-State	999		21.2%
International	28		0.6%
Total Full Time Undergraduates	4708		100.0%
<b>Total Enrollment</b>			
Eastern Shore, MD		2203	36.4%
Western Shore, MD		2615	43.2%
Out-of-State		1196	19.7%
International		46	0.8%
<b>Total Enrollment</b>		<b>6060</b>	<b>100.0%</b>

HOUSING (Full-Time Matriculated Undergraduates)	
On-Campus	1699
% of Total	37%
Total Full-Time Matriculated Undergraduates	4639

o:\fb9900\5.wb2



**Headcount and FTE Enrollments**  
**Academic Years 1976-77 through 1999-00**

Academic Year	New Full-Time Freshmen	HEADCOUNT		FTE		FY Budget FTE*
		Fall	Spring	Fall	Spring	
76-77	769	4107	3791	3157	N/A	3018
77-78	856	4299	3968	3363	3113	3238
78-79	688	4361	4081	3382	3204	3296
79-80	654	4427	4040	3491	3245	3367
80-81	622	4318	3971	3410	3179	3296
81-82	620	4349	3995	3426	3161	3293
82-83	659	4341	3967	3475	N/A	3326
83-84	721	4488	4029	3557	3217	3385
84-85	811	4485	4178	3652	3349	3501
85-86	711	4507	4163	3661	3345	3503
86-87	685	4708	4442	3790	3500	3645
87-88	803	4960	4692	4032	3737	3884
88-89	855	5260	5044	4241	4035	4138
89-90	773	5447	5263	4467	4300	4384
90-91	659	5734	5398	4794	4487	4641
91-92	711	5884	5669	4883	4693	4788
92-93	634	6022	5719	5017	4775	4896
93-94	726	5956	5749	4995	4806	4901
94-95	680	6048	5909	**5031	4881	4956
95-96	650	6010	5763	4962	4788	4875
96-97	685	5947	5775	4976	4768	4872
97-98	874	6022	5711	5035	4792	4913
98-99	928	6080	5887	5122	4976	5049
99-00	856	6060	N/A	5181	N/A	N/A

\*Average of fall and spring semester FTE (Full-Time Equivalent)

\*\*Includes FTES from UMES cooperative program.

Source: MHEC Enrollment Reports

o:\FB9900\9.wb3

# Enrollment by Classification, Ethnicity and Status

Fall 1999

CLASSIFICATION	African American		American Indian		Asian American		Hispanic		White		Foreign		Unk		ALL STUDENTS		
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	TOTAL
First-Time Freshmen*	34	3	-	-	19	-	12	-	748	12	7	-	36	-	856	15	871
Undergraduates																	
Freshmen	68	8	1	-	24	1	13	1	1103	43	8	-	67	4	1284	57	1341
Sophomores	54	5	5	-	16	1	10	-	1000	68	5	-	68	1	1158	75	1233
Juniors	73	13	2	1	15	-	7	1	1042	102	8	-	38	4	1185	121	1306
Seniors	54	14	4	1	10	6	11	1	912	123	2	1	19	1	1012	147	1159
Subtotal	249	40	12	2	65	8	41	3	4057	336	23	1	192	10	4639	400	5039
Unclassified**	9	127	-	2	1	7	-	7	56	260	1	-	2	25	69	428	497
Total Undergraduates	258	167	12	4	66	15	41	10	4113	596	24	1	194	35	4708	828	5536
Graduates***																	
Total Graduate Level	9	29	-	1	-	5	-	3	59	391	11	3	4	9	83	441	524
GRAND TOTAL	267	196	12	5	66	20	41	13	4172	987	35	4	198	44	4791	1269	6060

\* Included in freshmen figure.

\*\* Non-degree seeking ("special") students.

5039 of the total undergraduates are enrolled in degree programs.

\*\*\* 235 graduate students are degree seeking.

o:\fb9900\EC1sm4.wb2

Source: Enrollment Summary Statistics, Job NMIS350 Program MISN400. Includes UMES COOP students.

**Enrollment by Residence and Ethnicity**  
**Full and Part Time**  
**NEW Undergraduate Students**  
**Fall 1999**

<b>MARYLAND COUNTIES</b>	<b>African American</b>	<b>White</b>	<b>Other**</b>	<b>Total</b>
<b>Eastern Shore Counties</b>				
Caroline	-	20	1	21
Cecil	1	10	1	12
Dorchester	1	15	1	17
Kent	-	1	-	1
Queen Anne's	-	5	1	6
Somerset	1	11	-	12
Talbot	-	8	1	9
Wicomico	7	97	18	122
Worcester	4	38	7	49
<b>Subtotal</b>	<b>14</b>	<b>205</b>	<b>30</b>	<b>249</b>
<b>Western Shore Counties</b>				
Allegany	-	1	1	2
Anne Arundel	1	67	8	76
Baltimore	8	67	3	78
Baltimore City	1	2	-	3
Calvert	-	23	-	23
Carroll	1	33	2	36
Charles	-	12	2	14
Frederick	1	39	1	41
Garrett	-	2	-	2
Harford	1	29	3	33
Howard	3	52	5	60
Montgomery	-	55	11	66
Prince George's	9	17	3	29
St. Mary's	-	15	1	16
Washington	-	19	-	19
Unknown County	-	-	-	-
<b>Subtotal</b>	<b>25</b>	<b>433</b>	<b>40</b>	<b>498</b>
<b>TOTAL MD. RESIDENTS</b>	<b>39</b>	<b>638</b>	<b>70</b>	<b>747</b>
OUT-OF-STATE	3	182	17	202
FOREIGN COUNTRIES	-	-	7	7
UNKNOWN RESIDENCE	-	-	-	-
<b>TOTAL NONRESIDENTS</b>	<b>3</b>	<b>182</b>	<b>24</b>	<b>209</b>
<b>GRAND TOTAL</b>	<b>42</b>	<b>820</b>	<b>94</b>	<b>956</b>
*Includes first-time special students.				
**"Other" includes Hispanics, Asian-Americans, American Indians, and unknown ethnic groups.				

Source: MHEC Residence by County of Origin, S-4  
o:1b9900120

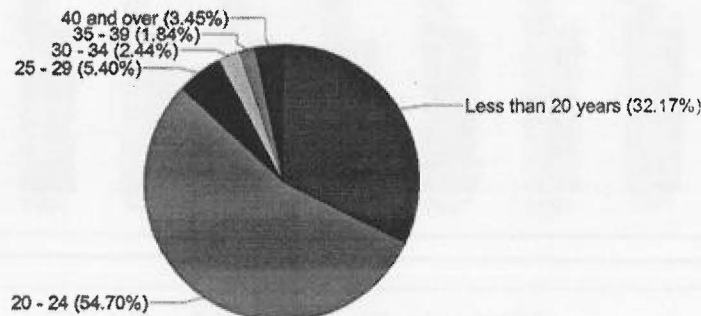
# **Total Enrollment by Age** **Fall 1990 to Fall 1999**

Age Group	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990 to 1999	5-year Change
<b>Undergraduate</b>												
Less than 20 years	1491	1395	1370	1409	1414	1372	1436	1576	1799	1781	19.5%	26.0%
20 - 24	2786	2985	3092	3009	3014	2954	2907	2891	2981	3028	8.7%	0.5%
25 - 29	362	399	420	408	434	452	438	415	322	299	-17.4%	-31.1%
30 - 34	193	184	189	209	223	209	202	163	142	135	-30.1%	-39.5%
35 - 39	147	137	129	122	143	158	130	134	111	102	-30.6%	-28.7%
40 and over	204	209	197	166	170	191	181	212	179	191	-6.4%	12.4%
Unknown	-	-	-	-	-	-	-	-	-	-	0.0%	0.0%
<b>Subtotal</b>	<b>5183</b>	<b>5309</b>	<b>5397</b>	<b>5323</b>	<b>5398</b>	<b>5336</b>	<b>5294</b>	<b>5391</b>	<b>5534</b>	<b>5536</b>	<b>6.8%</b>	<b>2.6%</b>
<b>Graduate</b>												
Less than 20 years	-	-	-	-	-	1	-	-	-	-	0.0%	0.0%
20 - 24	71	90	102	127	134	121	108	92	79	74	4.2%	-44.8%
25 - 29	147	164	166	174	202	240	234	242	181	162	10.2%	-19.8%
30 - 34	103	111	101	103	103	100	98	96	100	103	0.0%	0.0%
35 - 39	95	74	91	71	77	66	69	51	56	57	-40.0%	-26.0%
40 and over	135	136	165	158	134	146	144	150	130	128	-5.2%	-4.5%
Unknown	-	-	-	-	-	-	-	-	-	-	0.0%	0.0%
<b>Subtotal</b>	<b>551</b>	<b>575</b>	<b>625</b>	<b>633</b>	<b>650</b>	<b>674</b>	<b>653</b>	<b>631</b>	<b>546</b>	<b>524</b>	<b>-4.9%</b>	<b>-19.4%</b>
<b>Total</b>												
Less than 20 years	1491	1395	1370	1409	1414	1373	1436	1576	1799	1781	19.5%	26.0%
20 - 24	2857	3075	3194	3136	3148	3075	3015	2983	3060	3102	8.6%	-1.5%
25 - 29	509	563	586	582	636	692	672	657	503	461	-9.4%	-27.5%
30 - 34	296	295	290	312	326	309	300	259	242	238	-19.6%	-27.0%
35 - 39	242	211	220	193	220	224	199	185	167	159	-34.3%	-27.7%
40 and over	339	345	362	324	304	337	325	362	309	319	-5.9%	4.9%
Unknown	-	-	-	-	-	-	-	-	-	-	0.0%	0.0%
<b>GRAND TOTAL</b>	<b>5734</b>	<b>5884</b>	<b>6022</b>	<b>5956</b>	<b>6048</b>	<b>6010</b>	<b>5947</b>	<b>6022</b>	<b>6080</b>	<b>6060</b>	<b>5.7%</b>	<b>0.2%</b>

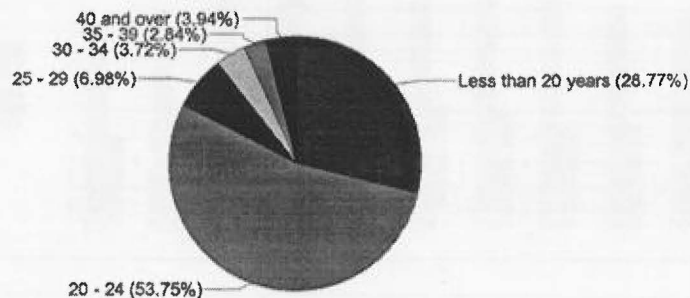
Source: MHEC Distribution of Enrollment by Age

OVb99-00\12&15rev.wb3

**UG Age Distribution  
1999**



**UG Age Distribution  
1990**





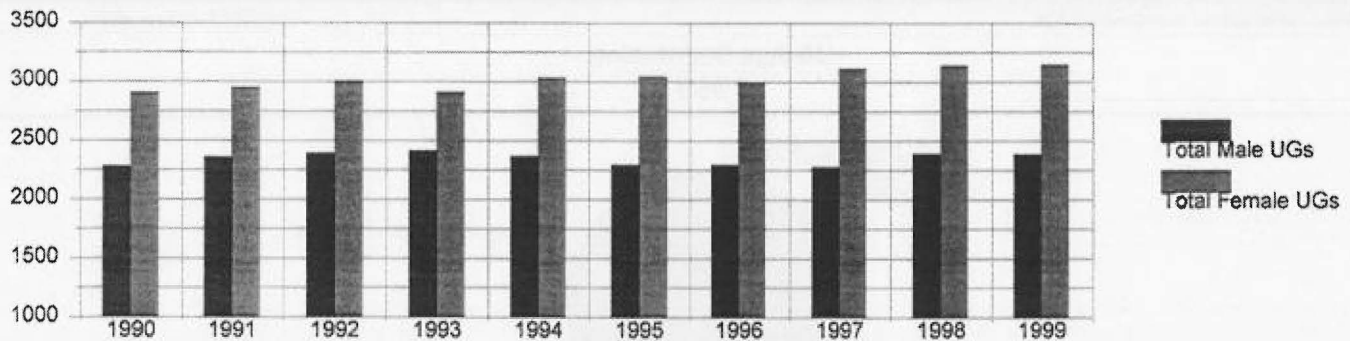
## Total Enrollment by Status and Gender Fall 1990 to Fall 1999

Student Status	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990 to 1999	5-year Change
<b>Undergraduates</b>												
Full-time Male	1877	1896	1956	1965	1928	1842	1895	1931	2012	2027	8.0%	5.1%
Full-time Female	2273	2312	2389	2331	2441	2414	2491	2535	2595	2681	17.9%	9.8%
<b>Full-time Subtotal</b>	<b>4150</b>	<b>4208</b>	<b>4345</b>	<b>4296</b>	<b>4369</b>	<b>4256</b>	<b>4386</b>	<b>4466</b>	<b>4607</b>	<b>4708</b>	<b>13.4%</b>	<b>7.8%</b>
Part-time Male	402	464	435	445	439	451	400	347	381	361	-10.2%	-17.8%
Part-time Female	631	637	617	582	590	629	508	578	546	467	-26.0%	-20.8%
<b>Part-time Subtotal</b>	<b>1033</b>	<b>1101</b>	<b>1052</b>	<b>1027</b>	<b>1029</b>	<b>1080</b>	<b>908</b>	<b>925</b>	<b>927</b>	<b>828</b>	<b>-19.8%</b>	<b>-19.5%</b>
<b>Total Male UGs</b>	<b>2279</b>	<b>2360</b>	<b>2391</b>	<b>2410</b>	<b>2367</b>	<b>2293</b>	<b>2295</b>	<b>2278</b>	<b>2393</b>	<b>2388</b>	<b>4.8%</b>	<b>0.9%</b>
<b>Total Female UGs</b>	<b>2904</b>	<b>2949</b>	<b>3006</b>	<b>2913</b>	<b>3031</b>	<b>3043</b>	<b>2999</b>	<b>3113</b>	<b>3141</b>	<b>3148</b>	<b>8.4%</b>	<b>3.9%</b>
<b>Total Undergrads</b>	<b>5183</b>	<b>5309</b>	<b>5397</b>	<b>5323</b>	<b>5398</b>	<b>5336</b>	<b>5294</b>	<b>5391</b>	<b>5534</b>	<b>5536</b>	<b>6.8%</b>	<b>2.6%</b>
<b>Graduates</b>												
Full-time Male	50	41	41	64	63	53	58	47	27	26	-48.0%	-58.7%
Full-time Female	48	49	87	98	92	88	95	71	54	57	18.8%	-38.0%
<b>Full-time Subtotal</b>	<b>98</b>	<b>90</b>	<b>128</b>	<b>162</b>	<b>155</b>	<b>141</b>	<b>153</b>	<b>118</b>	<b>81</b>	<b>83</b>	<b>-15.3%</b>	<b>-46.5%</b>
Part-time Male	118	126	123	129	144	140	136	145	121	127	7.6%	-11.8%
Part-time Female	335	359	374	342	351	393	364	368	344	314	-6.3%	-10.5%
<b>Part-time Subtotal</b>	<b>453</b>	<b>485</b>	<b>497</b>	<b>471</b>	<b>495</b>	<b>533</b>	<b>500</b>	<b>513</b>	<b>465</b>	<b>441</b>	<b>-2.6%</b>	<b>-10.9%</b>
<b>Total Graduate Males</b>	<b>168</b>	<b>167</b>	<b>164</b>	<b>193</b>	<b>207</b>	<b>193</b>	<b>194</b>	<b>192</b>	<b>148</b>	<b>153</b>	<b>-8.9%</b>	<b>-26.1%</b>
<b>Total Graduate Females</b>	<b>383</b>	<b>408</b>	<b>461</b>	<b>440</b>	<b>443</b>	<b>481</b>	<b>459</b>	<b>439</b>	<b>398</b>	<b>371</b>	<b>-3.1%</b>	<b>-16.3%</b>
<b>Total Graduates</b>	<b>551</b>	<b>575</b>	<b>625</b>	<b>633</b>	<b>650</b>	<b>674</b>	<b>653</b>	<b>631</b>	<b>546</b>	<b>524</b>	<b>-4.9%</b>	<b>-19.4%</b>
<b>GRAND TOTAL</b>												
Male	2447	2527	2555	2603	2574	2486	2489	2470	2541	2541	3.8%	-1.3%
Female	3287	3357	3467	3353	3474	3524	3458	3552	3539	3519	7.1%	1.3%
<b>TOTAL</b>	<b>5734</b>	<b>5884</b>	<b>6022</b>	<b>5956</b>	<b>6048</b>	<b>6010</b>	<b>5947</b>	<b>6022</b>	<b>6080</b>	<b>6060</b>	<b>5.7%</b>	<b>0.2%</b>

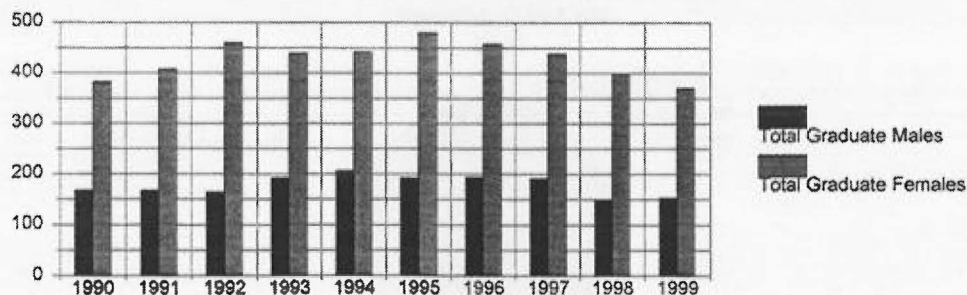
Source: MHEC: Opening Fall Enrollment, S-7

o\FB9900\12&15dk.wb3

### UG Enrollment by Gender



### Graduate Enrollment by Gender

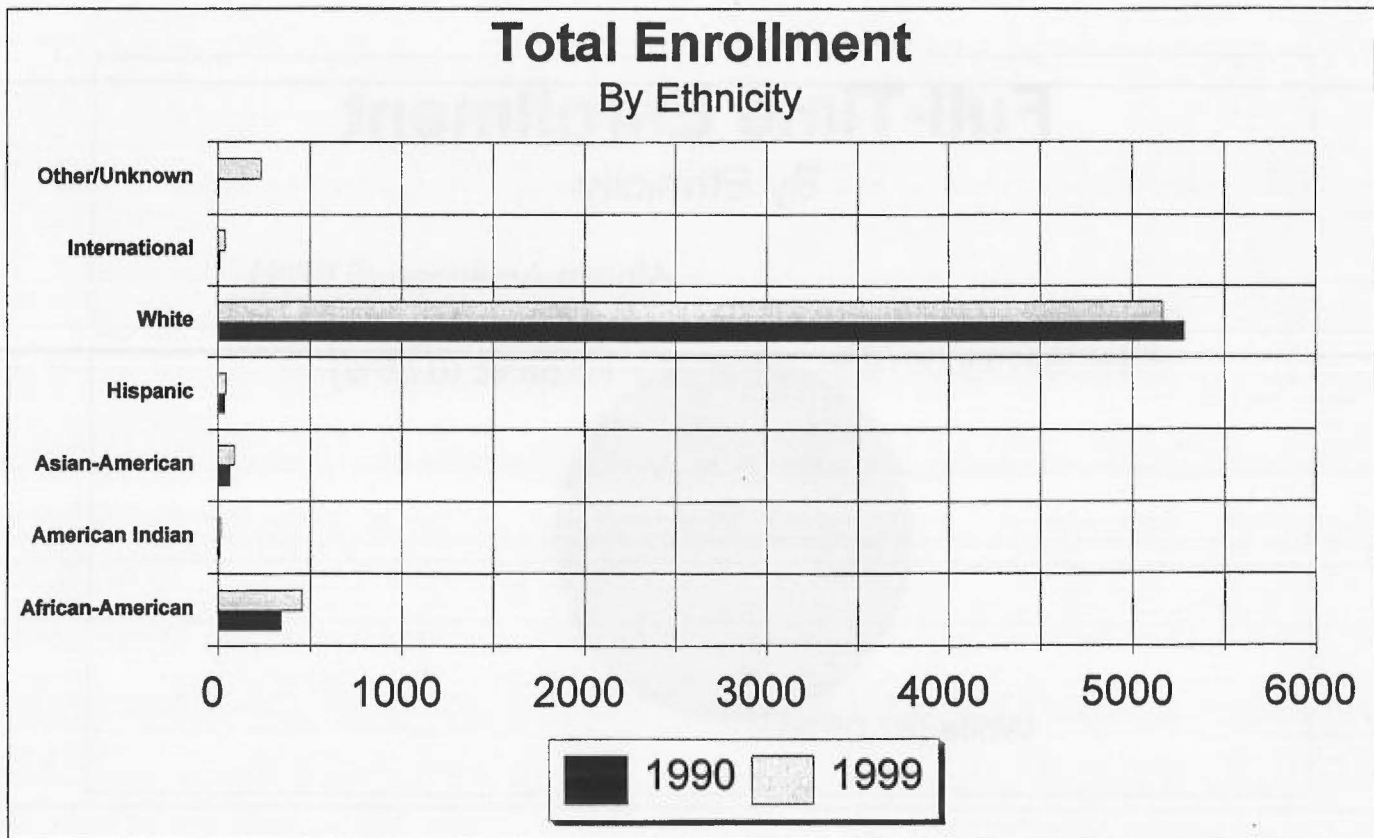


**Total Enrollment by Ethnicity  
Fall 1990 to Fall 1999**

Ethnicity	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990-1999	5-year Change	1-Year Change
<b>Undergraduate</b>													
African-American	301	324	318	316	342	365	406	421	458	425	41.2%	24.3%	-7.2%
American Indian	6	9	8	11	12	19	20	16	16	16	166.7%	33.3%	0.0%
Asian-American	62	56	52	66	80	81	68	76	83	81	30.6%	1.3%	-2.4%
Hispanic	25	31	38	45	51	44	57	49	51	51	104.0%	0.0%	0.0%
White	4779	4880	4964	4862	4885	4792	4709	4792	4716	4709	-1.5%	-3.6%	-0.1%
International	9	9	17	23	28	35	34	31	29	25	177.8%	-10.7%	-13.8%
Other/Unknown	1	-	-	-	-	-	-	6	181	229	0.0%	-	0.0%
<b>Subtotal</b>	<b>5183</b>	<b>5309</b>	<b>5397</b>	<b>5323</b>	<b>5398</b>	<b>5336</b>	<b>5294</b>	<b>5391</b>	<b>5534</b>	<b>5536</b>	<b>6.8%</b>	<b>2.6%</b>	<b>0.0%</b>
<b>Graduate</b>													
African-American	37	36	49	52	43	43	46	40	39	38	2.7%	0.0%	0.0%
American Indian	1	-	1	-	-	-	-	1	1	1	0.0%	-	0.0%
Asian-American	3	1	2	7	5	6	5	3	8	5	0.0%	0.0%	-37.5%
Hispanic	4	1	-	1	-	4	2	5	4	3	-25.0%	-	-25.0%
White	502	531	569	564	588	610	587	560	469	450	-10.4%	-23.5%	-4.1%
International	4	6	4	9	14	11	13	21	16	14	250.0%	0.0%	-12.5%
Other/Unknown	-	-	-	-	-	-	-	1	9	13	0.0%	0.0%	0.0%
<b>Subtotal</b>	<b>551</b>	<b>575</b>	<b>625</b>	<b>633</b>	<b>650</b>	<b>674</b>	<b>653</b>	<b>631</b>	<b>546</b>	<b>524</b>	<b>-4.9%</b>	<b>-19.4%</b>	<b>-4.0%</b>
<b>Total</b>													
African-American	338	360	367	368	385	408	452	461	497	463	37.0%	20.3%	-6.8%
American Indian	7	9	9	11	12	19	20	17	17	17	142.9%	41.7%	0.0%
Asian-American	65	57	54	73	85	87	73	79	91	86	32.3%	1.2%	-5.5%
Hispanic	29	32	38	46	51	48	59	54	55	54	86.2%	5.9%	-1.8%
White	5281	5411	5533	5426	5473	5402	5296	5352	5185	5159	-2.3%	-5.7%	-0.5%
International	13	15	21	32	42	46	47	52	45	39	200.0%	-7.1%	-13.3%
Other/Unknown	1	-	-	-	-	-	-	7	190	242	0.0%	0.0%	0.0%
<b>Grand Total</b>	<b>5734</b>	<b>5884</b>	<b>6022</b>	<b>5956</b>	<b>6048</b>	<b>6010</b>	<b>5947</b>	<b>6022</b>	<b>6080</b>	<b>6060</b>	<b>5.7%</b>	<b>0.2%</b>	<b>-0.3%</b>

Source: MHEC Enrollment by Program and Race, S-1

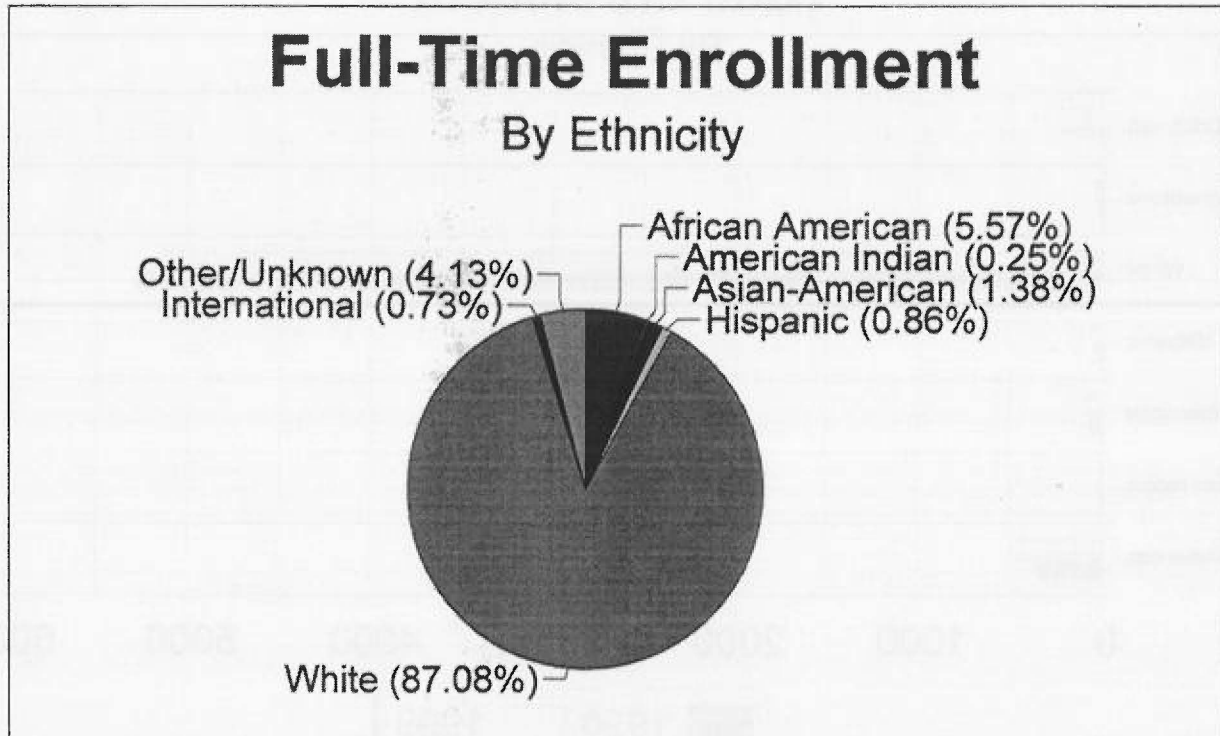
O:\Fb 99-00 Folder\TotEnrollby Et



**Full-Time Enrollment by Ethnicity  
Fall 1990 to Fall 1999**

Ethnicity	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1990-1999
<b>Undergraduate</b>											
African American	215	216	223	222	238	232	277	279	253	258	20.0%
American Indian	5	5	7	10	12	18	17	12	14	12	140.0%
Asian-American	46	37	38	44	59	56	54	60	63	66	43.5%
Hispanic	24	29	31	38	43	36	49	39	45	41	70.8%
White	3851	3912	4032	3965	3990	3882	3958	4044	4051	4113	6.8%
International	9	9	14	17	27	32	31	31	27	24	166.7%
Other/Unknown	0	0	0	0	0	0	0	1	154	194	0.0%
<b>Subtotal</b>	<b>4150</b>	<b>4208</b>	<b>4345</b>	<b>4296</b>	<b>4369</b>	<b>4256</b>	<b>4386</b>	<b>4466</b>	<b>4607</b>	<b>4708</b>	<b>13.4%</b>
<b>Graduate</b>											
African American	8	6	11	12	13	11	11	9	13	9	12.5%
American Indian	0	0	1	0	0	0	0	0	0	0	0.0%
Asian-American	2	0	1	4	3	4	1	0	3	0	0.0%
Hispanic	0	0	0	1	0	1	0	2	0	0	0.0%
White	85	79	114	137	129	117	129	92	52	59	-30.6%
International	3	5	1	8	10	8	12	15	11	11	266.7%
Other/Unknown	0	0	0	0	0	0	0	0	2	4	0.0%
<b>Subtotal</b>	<b>98</b>	<b>90</b>	<b>128</b>	<b>162</b>	<b>155</b>	<b>141</b>	<b>153</b>	<b>118</b>	<b>81</b>	<b>83</b>	<b>-15.3%</b>
<b>Total</b>											
African American	223	222	234	234	251	243	243	288	266	267	19.7%
American Indian	5	5	8	10	12	18	18	12	14	12	140.0%
Asian-American	48	37	39	48	62	60	60	60	66	66	37.5%
Hispanic	24	29	31	39	43	37	37	41	45	41	70.8%
White	3936	3991	4146	4102	4119	3999	3999	4136	4103	4172	6.0%
International	12	14	15	25	37	40	40	46	38	35	191.7%
Other/Unknown	0	0	0	0	0	0	0	1	156	198	0.0%
<b>Grand Total</b>	<b>4248</b>	<b>4298</b>	<b>4473</b>	<b>4458</b>	<b>4524</b>	<b>4397</b>	<b>4539</b>	<b>4584</b>	<b>4688</b>	<b>4791</b>	<b>12.8%</b>

\*Includes special full-time students. Source: MHEC Enrollment by Program and Race, S-1  
O:\Fb 99-00 Folder\FTEEnrollmentbyEthnicity.wb3





**Full-time Undergraduates  
Residence by County of Origin  
Fall 1990 to Fall 1999**

<b>MARYLAND COUNTIES</b>	<b>Fall 1990</b>	<b>Fall 1991</b>	<b>Fall 1992</b>	<b>Fall 1993</b>	<b>Fall 1994</b>	<b>Fall 1995</b>	<b>Fall 1996</b>	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>% Change 1990-1999</b>
<b>Eastern Shore Counties</b>											
Caroline	66	71	98	98	91	88	71	68	54	64	-3.0%
Cecil	64	63	71	82	73	81	87	81	93	88	37.5%
Dorchester	122	107	89	92	88	88	96	103	97	103	-15.6%
Kent	25	24	22	21	20	24	23	23	23	20	-20.0%
Queen Anne's	57	69	73	74	65	58	57	51	53	52	-8.8%
Somerset	61	53	60	53	53	49	55	65	78	74	21.3%
Talbot	81	62	71	65	62	56	69	77	64	69	-14.8%
Wicomico	551	528	523	517	538	526	544	550	553	545	-1.1%
Worcester	213	227	248	248	248	234	242	269	254	258	21.1%
<b>Subtotal</b>	<b>1240</b>	<b>1204</b>	<b>1255</b>	<b>1250</b>	<b>1238</b>	<b>1204</b>	<b>1244</b>	<b>1287</b>	<b>1269</b>	<b>1273</b>	<b>2.7%</b>
<b>Western Shore Counties</b>											
Allegany	13	12	11	12	7	9	9	9	9	7	-46.2%
Anne Arundel	371	400	427	402	379	364	376	358	399	408	10.0%
Baltimore	269	270	256	260	256	255	276	312	338	359	33.5%
Baltimore City	18	14	10	12	9	13	13	16	21	19	5.6%
Calvert	67	57	51	51	57	64	65	63	63	71	6.0%
Carroll	111	117	104	109	110	99	108	121	120	160	44.1%
Charles	88	82	89	89	99	94	94	90	94	93	5.7%
Frederick	56	70	94	106	115	118	138	156	148	174	210.7%
Garrett	0	2	3	5	5	7	5	3	7	7	0.0%
Harford	166	157	176	160	191	195	199	208	229	229	38.0%
Howard	90	105	127	138	149	147	138	156	171	223	147.8%
Montgomery	273	295	274	257	236	230	238	214	261	290	6.2%
Prince George's	323	281	270	239	220	215	228	232	218	202	-37.5%
St. Mary's	77	71	72	79	71	52	66	64	69	86	11.7%
Washington	44	48	45	52	42	43	51	48	56	80	81.8%
<b>Subtotal</b>	<b>1966</b>	<b>1981</b>	<b>2009</b>	<b>1971</b>	<b>1946</b>	<b>1905</b>	<b>2004</b>	<b>2050</b>	<b>2203</b>	<b>2408</b>	<b>22.5%</b>
Unknown County	0	0	0	0	0	0	0	0	0	0	0.0%
<b>TOTAL MD. RESIDENTS</b>	<b>3206</b>	<b>3185</b>	<b>3264</b>	<b>3221</b>	<b>3184</b>	<b>3109</b>	<b>3248</b>	<b>3337</b>	<b>3472</b>	<b>3681</b>	<b>14.8%</b>
<b>OUT-OF-STATE</b>	<b>935</b>	<b>1014</b>	<b>1067</b>	<b>1058</b>	<b>1158</b>	<b>1114</b>	<b>1105</b>	<b>1098</b>	<b>1105</b>	<b>999</b>	<b>6.8%</b>
<b>FOREIGN COUNTRIES</b>	<b>9</b>	<b>9</b>	<b>14</b>	<b>17</b>	<b>27</b>	<b>33</b>	<b>33</b>	<b>31</b>	<b>30</b>	<b>28</b>	<b>211.1%</b>
<b>UNKNOWN RESIDENCE</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0%</b>
<b>TOTAL NONRESIDENTS</b>	<b>944</b>	<b>1023</b>	<b>1081</b>	<b>1075</b>	<b>1185</b>	<b>1147</b>	<b>1138</b>	<b>1129</b>	<b>1135</b>	<b>1027</b>	<b>8.8%</b>
<b>GRAND TOTAL</b>	<b>4150</b>	<b>4208</b>	<b>4345</b>	<b>4296</b>	<b>4369</b>	<b>4256</b>	<b>4386</b>	<b>4466</b>	<b>4607</b>	<b>4708</b>	<b>13.4%</b>

Source: MHEC Residence by County of Origin

o:\FB9900\16.wb2



**Total Enrollment**  
**Residence by County of Origin**  
**Fall 1990 to Fall 1999**

<b>MARYLAND COUNTIES</b>	<b>Fall 1990</b>	<b>Fall 1991</b>	<b>Fall 1992</b>	<b>Fall 1993</b>	<b>Fall 1994</b>	<b>Fall 1995</b>	<b>Fall 1996</b>	<b>Fall 1997</b>	<b>Fall 1998</b>	<b>Fall 1999</b>	<b>% Change 1990-1999</b>
<b>Eastern Shore Counties</b>											
Caroline	105	118	140	147	147	137	115	110	96	108	2.9%
Cecil	69	70	79	91	84	88	93	89	103	96	39.1%
Dorchester	205	175	163	159	173	181	170	187	163	167	-18.5%
Kent	30	28	27	28	25	33	28	27	30	23	-23.3%
Queen Anne's	68	80	86	84	84	87	82	71	72	74	8.8%
Somerset	127	129	129	130	132	133	137	146	188	169	33.1%
Talbot	136	129	124	118	117	104	117	126	114	123	-9.6%
Wicomico	1260	1226	1200	1152	1150	1149	1107	1109	1029	984	-21.9%
Worcester	438	450	470	478	478	464	467	489	478	459	4.8%
<b>Subtotal</b>	<b>2438</b>	<b>2405</b>	<b>2418</b>	<b>2387</b>	<b>2390</b>	<b>2376</b>	<b>2316</b>	<b>2354</b>	<b>2273</b>	<b>2203</b>	<b>-9.6%</b>
<b>Western Shore Counties</b>											
Allegany	17	13	13	15	12	12	11	9	10	8	-52.9%
Anne Arundel	416	442	474	441	421	422	424	408	451	447	7.5%
Baltimore	290	304	288	296	283	292	311	341	370	394	35.9%
Baltimore City	20	19	13	15	14	14	16	19	23	23	15.0%
Calvert	67	65	56	58	63	69	69	71	68	75	11.9%
Carroll	114	125	114	117	118	113	117	133	133	167	46.5%
Charles	92	88	98	92	108	104	105	99	100	104	13.0%
Frederick	59	75	100	111	120	130	151	167	164	181	206.8%
Garrett	--	2	3	5	5	8	6	3	7	9	0.0%
Harford	170	171	186	178	206	214	220	225	252	248	45.9%
Howard	95	116	135	147	162	160	150	168	182	229	141.1%
Montgomery	297	329	306	291	272	275	262	244	286	316	6.4%
Prince George's	354	318	309	273	254	250	263	271	260	240	-32.2%
St. Mary's	82	74	78	82	73	66	72	69	70	94	14.6%
Washington	47	50	50	59	49	46	53	54	60	80	70.2%
<b>Subtotal</b>	<b>2120</b>	<b>2191</b>	<b>2223</b>	<b>2180</b>	<b>2160</b>	<b>2175</b>	<b>2230</b>	<b>2281</b>	<b>2436</b>	<b>2615</b>	<b>23.3%</b>
Unknown County	-	-	-	-	-	-	-	-	1	-	0.0%
<b>TOTAL MD. RESIDENTS</b>	<b>4558</b>	<b>4596</b>	<b>4641</b>	<b>4567</b>	<b>4550</b>	<b>4551</b>	<b>4546</b>	<b>4635</b>	<b>4710</b>	<b>4818</b>	<b>5.7%</b>
OUT-OF-STATE	1161	1273	1360	1357	1455	1411	1351	1332	1318	1196	3.0%
FOREIGN COUNTRIES	14	15	21	32	43	48	50	55	52	46	228.6%
UNKNOWN RESIDENCE	1	-	-	-	-	-	-	-	-	-	0.0%
<b>TOTAL NONRESIDENTS</b>	<b>1176</b>	<b>1288</b>	<b>1381</b>	<b>1389</b>	<b>1498</b>	<b>1459</b>	<b>1401</b>	<b>1387</b>	<b>1370</b>	<b>1242</b>	<b>5.6%</b>
<b>GRAND TOTAL</b>	<b>5734</b>	<b>5884</b>	<b>6022</b>	<b>5956</b>	<b>6048</b>	<b>6010</b>	<b>5947</b>	<b>6022</b>	<b>6080</b>	<b>6060</b>	<b>5.7%</b>

Source: MHEC Residence by County of Origin

o:VB9900/18

**Total Enrollment**  
**Residency by State**  
**Fall 1990 to Fall 1999**

STATE	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	Percent of Total
Alabama	-	-	-	-	-	-	1	1	-	-	
Alaska	3	1	1	1	-	-	-	1	1	-	
Arizona	1	-	1	1	1	1	1	-	-	-	
Arkansas	-	1	-	-	-	-	-	-	-	1	
California	3	4	5	7	7	7	2	4	3	3	
Colorado	2	-	1	1	2	2	3	1	2	-	
Connecticut	9	15	16	19	24	24	23	27	24	24	0.4%
Delaware	351	350	341	284	285	285	275	231	231	221	3.6%
District of Columbia	14	11	9	10	11	11	6	4	6	6	
Florida	4	4	5	5	7	7	2	8	6	4	
Georgia	1	3	3	2	2	2	1	1	2	-	
Hawaii	-	-	-	-	1	1	-	2	2	2	
Illinois	3	3	2	-	3	3	1	1	3	1	
Indiana	1	1	-	1	1	1	-	-	-	1	
Iowa	-	-	1	1	1	1	3	2	1	2	
Kansas	-	1	2	1	1	1	-	-	-	-	
Kentucky	2	1	-	1	1	1	1	-	-	1	
Louisiana	-	-	-	-	-	-	-	-	-	1	
Maine	1	2	1	-	-	-	1	1	1	3	
Maryland	4559	4596	4641	4567	4550	4550	4546	4636	4710	4818	79.5%
Massachusetts	1	5	4	7	8	8	7	8	4	6	
Michigan	1	2	1	2	2	2	4	2	4	5	
Minnesota	1	-	1	1	1	1	-	-	-	-	
Mississippi	3	1	-	1	1	1	1	-	-	1	
Missouri	1	-	1	-	-	-	1	1	-	-	
Montana	-	-	1	1	1	1	-	1	1	-	
Nebraska	-	-	-	-	-	-	-	-	1	-	
New Hampshire	4	5	3	2	1	1	4	2	1	4	
New Jersey	387	432	454	466	498	498	425	442	443	397	6.6%
New Mexico	-	-	-	2	1	1	1	2	1	-	
New York	118	132	183	219	280	280	287	293	282	250	4.1%
North Carolina	3	5	6	2	2	2	3	4	4	5	
North Dakota	-	1	2	1	1	1	2	2	4	3	
Ohio	4	3	5	3	3	3	4	4	8	5	
Oklahoma	1	-	-	-	1	1	2	-	-	1	
Oregon	-	1	1	-	-	-	2	1	-	-	
Pennsylvania	90	117	134	135	140	140	133	139	143	124	2.0%
Rhode Island	-	-	1	1	2	2	1	-	-	-	
South Carolina	-	-	-	-	4	4	2	1	-	-	
South Dakota	3	1	1	1	-	-	2	4	3	2	
Tennessee	-	-	-	1	1	1	1	1	1	-	
Texas	1	-	1	-	1	1	2	2	3	1	
Utah	-	-	-	-	-	-	-	1	1	-	
Vermont	1	1	2	2	4	4	-	1	1	3	
Virginia	142	166	166	169	150	150	140	130	123	114	1.9%
Washington	-	-	-	1	1	1	-	-	1	1	
West Virginia	5	3	2	3	2	2	3	3	4	2	
Wisconsin	-	-	-	1	1	1	-	-	-	-	
Wyoming	-	-	-	-	-	-	1	1	-	-	
<b>OTHER</b>											
Guam	-	-	-	-	-	-	-	1	-	-	
Puerto Rico	-	-	1	1	1	1	1	1	1	1	
Trust Terr./Pacific Isl.	-	-	-	-	-	-	-	-	-	-	
Virgin Islands	-	1	2	1	1	1	2	1	2	1	
Foreign Countries	14	15	21	32	43	43	50	54	52	46	0.8%
Unknown State	-	-	-	-	-	-	-	-	-	-	
<b>TOTAL</b>	<b>5734</b>	<b>5884</b>	<b>6022</b>	<b>5956</b>	<b>6048</b>	<b>6048</b>	<b>5947</b>	<b>6022</b>	<b>6080</b>	<b>6060</b>	

o:\b9900\21.wb2

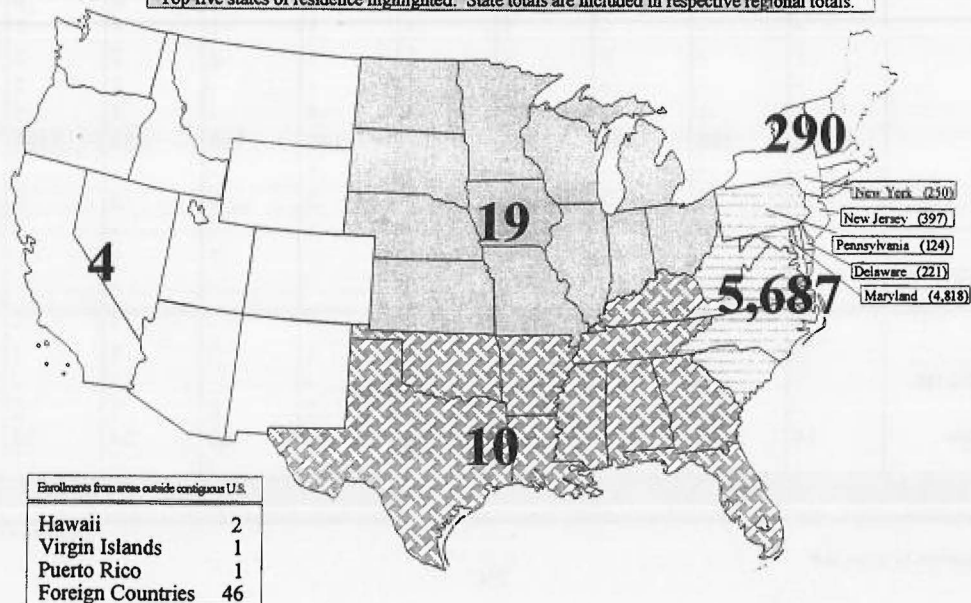
**Graduate Students  
Residency by State  
Fall 1990 to Fall 1999**

STATE	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Alabama	1	-	-	-	-	-	1	1	-	-
Alaska	-	-	1	1	-	1	-	-	-	-
California	1	2	1	2	2	1	-	-	-	-
Colorado	-	-	1	-	-	1	2	-	-	-
Connecticut	-	-	-	-	-	-	1	-	-	1
Delaware	72	64	75	67	63	61	53	31	26	27
District of Columbia	-	-	-	1	1	-	-	1	-	-
Florida	-	-	-	-	1	1	-	2	2	1
Georgia	-	-	-	1	2	-	-	-	-	-
Illinois	-	-	-	-	1	-	-	-	-	-
Indiana	1	1	-	1	1	1	-	-	-	-
Iowa	-	-	-	-	1	1	2	-	-	-
Maryland	449	470	493	496	504	531	512	506	453	429
Massachusetts	-	-	-	-	-	-	-	-	-	1
Michigan	-	-	-	-	-	-	-	-	-	1
Minnesota	-	-	-	-	1	1	-	-	-	-
Mississippi	-	-	-	1	1	1	1	-	-	-
New Jersey	4	6	8	7	11	8	5	9	2	4
New Mexico	-	-	-	-	-	-	-	1	1	-
New York	1	1	7	9	13	12	14	13	12	11
North Carolina	-	2	2	1	-	-	2	4	2	4
North Dakota	-	-	1	-	-	1	1	-	1	1
Ohio	-	-	-	1	-	-	-	1	2	2
Oregon	-	-	-	-	-	-	1	1	-	-
Pennsylvania	3	4	8	9	9	4	12	11	9	10
Rhode Island	-	-	-	-	1	1	1	-	-	-
South Carolina	-	-	-	-	1	1	-	-	-	-
South Dakota	1	1	1	1	-	-	-	-	-	-
Vermont	-	-	-	-	1	1	-	-	-	-
Virginia	14	18	23	25	21	33	30	26	16	15
West Virginia	1	-	-	-	-	-	1	2	3	1
Wisconsin	-	-	-	1	1	2	-	-	-	-
OTHER										
Foreign Countries	4	6	4	9	14	11	14	22	17	16
<b>TOTAL</b>	<b>551</b>	<b>575</b>	<b>625</b>	<b>633</b>	<b>650</b>	<b>674</b>	<b>652</b>	<b>631</b>	<b>546</b>	<b>524</b>

Source: MHEC Residency by State, S-8  
o:\b9899\21grad.wb2

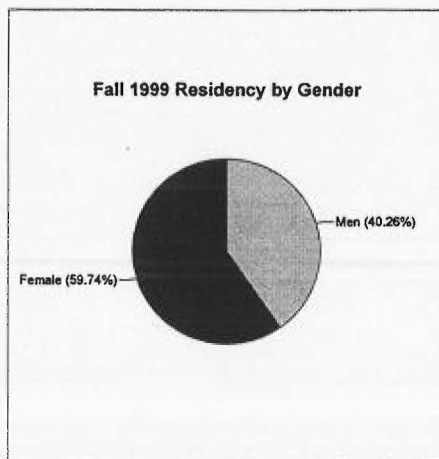
**FALL 1999  
Residency by Region**

Top five states of residence highlighted. State totals are included in respective regional totals.



**Student Housing**  
**Full-Time Matriculated Undergraduates**  
**Fall 1995 to Fall 1999**

On-Campus Residence Halls	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999
Chesapeake	180	180	178	178	176
Chester	218	223	223	223	218
Choptank	221	218	218	216	219
Dogwood Village	138	140	140		138
Honors House	0	0	0	0	0
International House 1	4	5	3	3	3
International House 2	9	9	7	7	6
Manokin	85	86	85	85	86
Nanticoke	153	157	154	154	154
Pocomoke	92	94	93	94	94
St. Martin	291	291	292	291	290
Severn	217	221	221	220	221
Wicomico	94	91	95	95	94
<b>TOTAL</b>	<b>1702</b>	<b>1715</b>	<b>1709</b>	<b>1706</b>	<b>1699</b>
Percent of Full-Time Matriculated Undergraduates Housed On-Campus	<b>41%</b>	<b>40%</b>	<b>39%</b>	<b>37%</b>	<b>37%</b>



Fall 1999 On-Campus Residence by Gender			
	Men	Female	Total
Chesapeake	68	108	176
Chester	97	121	218
Choptank	69	150	219
Dogwood Village	48	90	138
Intl. House 1	0	3	3
Intl. House 2	3	3	6
Manokin	0	86	86
Nanticoke	0	154	154
Pocomoke	94	0	94
St. Martin	131	159	290
Severn	80	141	221
Wicomico	94	0	94
<b>Total</b>	<b>684</b>	<b>1015</b>	<b>1699</b>
Spaces Available			<b>1707</b>
Spaces Vacant			<b>8</b>

Source: SSU Housing Office Occupancy Report  
o:\fb9900\24.wb2





# Academic Disciplines

# Summary of Academic Programs and Services

## Undergraduate Majors

- Accounting
- Art
- Biology
- Business Administration
- Chemistry
- Communication Arts
- Economics
- Elementary Education
- English
- Environmental Health
- Fine Arts
- French
- Geography
- History
- Info. Systems Management
- Liberal Studies
- Mathematics
- Medical Technology
- Music
- Nursing
- Philosophy
- Physical Education
- Physics
- Political Science
- Psychology
- Respiratory Therapy
- Social Work
- Sociology
- Spanish

## Graduate Programs

- Business Administration
- Education
- English
- History
- Master of Arts in Teaching
- Nursing
- Public School Administration

## Cooperative Programs

- Art Institutes International
- U. of Md. Dental School
- PA College Of Podiatric Medicine
- PA College of Optometry
- Collaborative Engineering Degree
- PA College of Osteopathic Medicine
- Credit Exchange Program with UMES (U. of Md., Eastern Shore)
- Dual Degree Engineering, U. of Md. (College Park), Old Dominion U. (Va) and Widener U. (Pa)
- SSU/UMES Dual Degree Biology/Environmental Science
- SSU/UMES Dual Degree Social Work/Sociology Programs
- Collaborative Engineering Degree (SSU, UMES, & UMCP)
- Masters of Arts In Teaching (Collaborative program with UMES)

## Pre-Professional Programs

- Pre-dental
- Pre-engineering
- Pre-law
- Pre-medical
- Pre-optometry
- Pre-osteopathy
- Pre-pharmacy
- Pre-physical therapy
- Pre-podiatry
- Pre-veterinary

## Office of Registrar

- Fall/Winter/Spring/Summer Terms
- Institute for Retired Persons

## Student Services

- Alcohol & Drug Prevention
- Bookstore
- Campus Recreation & Sports Clubs
- Career Development & Placement Services
- Community Service
- Counseling Services
- Cultural Programs
- Dining Services
- Disability Support Services
- Health Services
- Honor Societies
- Information Technology

O:\fb 99-00 folder\progsum1.994

## Academic Services

- Honors Program
- Academic Advising
- Learning Center/Tutoring
- Research Center for Delmarva Research & Culture
- Blackwell Library
- Honor Society
- Instructional Technology
- ESOL

- Intercollegiate Athletics
- International Student Services
- Intramural Sports
- Multi-ethnic Student Services
- Minority Affairs
- Off-Campus Housing Services
- Office of Veteran's Affairs
- Public Safety
- Residence Life
- Student Employment
- Student Clubs & Organizations
- University Center Operations

## HEGIS Codes

The HEGIS Taxonomy of Disciplines is a system for classifying academic disciplines.  
 The Education Department phased CIP codes for HEGIS codes beginning in the mid 1980s.  
 The University System of Maryland has chosen to retain the HEGIS Taxonomy.  
 The chart below details how SSU disciplines fit into the 2-digit HEGIS groupings.

Discipline	4-digit HEGIS code	2-digit HEGIS groups	Group Title
Biology	0401	04	Biological Sciences
Environmental Health	0420		
Accounting	0502	05	Business & Management
Business Administration	0506		
Communication Arts	0601	06	Communications
Computer Science	0701	07	Computer & Information Sciences
Info Systems Management	0702		
Education	0801	08	Education
Elementary Education	0802		
Secondary Education	0803		
Public School Administration	0827		
Science Education	0834		
Physical Education	0835		
Pre-engineering	0901	09	Engineering
Art	1001	10	Fine Arts
Art (Fine)	1002		
Music - Applied	1004		
Music	1005		
Dance	1008		
Modern Foreign Languages	1101	11	Foreign Languages
French	1102		
German	1103		
Spanish	1105		
Russian	1106		
Health	1201	12	Health Sciences
Nursing	1203		
Medical Technology	1223		
Respiratory Therapy	1299		
English	1501	15	Letters
Philosophy	1509		
Mathematics	1701	17	Mathematics
Military Science	1801	18	Military Science
Physics	1902	19	Physical Sciences
Chemistry	1905		
Geology	1914		
Psychology	2001	20	Psychology
Leisure Studies	2103	21	Public Affairs
Social Work	2104		
Social Science	2201	22	Social Sciences
Anthropology	2202		
Economics	2204		
History	2205		
Geography	2206		
Political Science	2207		
Sociology	2208		
General Studies	4901	49	Interdisciplinary
Interdisc. Studies	4999		

o:\fb9900\2digit.wb2



**Enrollment in Degree Programs (Full and Part Time)**  
**By School and Discipline**  
**Fall 1995 to Fall 1999**

School and Degree Program	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1995 to 1999	5 Year** Average	1 Year Change
<b>School of Liberal Arts</b>								
Art	89	95	105	93	113	27.0%	99	21.5%
Art (Fine)	7	4	1	4	2	-71.4%	4	-50.0%
Communication Arts	304	279	332	383	391	28.6%	338	2.1%
English	147	137	145	130	134	-8.8%	139	3.1%
French	6	8	6	7	10	66.7%	7	42.9%
History	167	169	157	144	131	-21.6%	154	-9.0%
Liberal Studies	141	121	102	93	87	-38.3%	109	-6.5%
Music	33	41	32	35	38	15.2%	36	8.6%
Philosophy	28	31	31	23	26	-7.1%	28	13.0%
Political Science	112	91	104	112	119	6.3%	108	6.3%
Psychology	257	238	241	241	276	7.4%	251	14.5%
Social Science	5	2	-	-	-	-100.0%	4	-
Sociology	45	46	45	35	49	8.9%	44	40.0%
Spanish	12	14	15	18	25	108.3%	17	38.9%
<b>Subtotal</b>	<b>1353</b>	<b>1276</b>	<b>1316</b>	<b>1318</b>	<b>1401</b>	<b>3.5%</b>	<b>1333</b>	<b>6.3%</b>
<b>School of Education &amp; Professional Studies</b>								
Elementary Education	628	631	628	642	679	8.1%	642	5.8%
Leisure Studies	1	-	-	-	-	0.0%	1	-
Physical Education	258	258	262	285	317	22.9%	276	11.2%
Social Work	209	188	189	159	144	-31.1%	178	-9.4%
<b>Subtotal</b>	<b>1096</b>	<b>1077</b>	<b>1079</b>	<b>1086</b>	<b>1140</b>	<b>4.0%</b>	<b>1096</b>	<b>5.0%</b>
<b>School of Business</b>								
Accounting	249	258	206	179	153	-38.6%	209	-14.5%
Business Administration	599	639	704	796	776	29.5%	703	-2.5%
Economics	29	24	19	18	32	10.3%	24	77.8%
Info. System Management	65	80	110	133	171	163.1%	112	28.6%
<b>Subtotal</b>	<b>942</b>	<b>1001</b>	<b>1039</b>	<b>1126</b>	<b>1132</b>	<b>20.2%</b>	<b>1048</b>	<b>0.5%</b>
<b>School of Science &amp; Technology</b>								
Biology	603	610	601	563	477	-20.9%	571	-15.3%
Chemistry	53	46	45	51	60	13.2%	51	17.6%
Environmental Health	50	49	54	40	41	-18.0%	47	2.5%
Geography	76	70	65	66	61	-24.6%	68	-7.6%
Mathematics	115	118	126	131	142	23.5%	126	8.4%
Medical Technology	33	35	37	38	25	-24.2%	34	-34.2%
Nursing	210	180	197	208	198	-5.7%	199	-4.8%
Physical Science	4	2	1	-	2	0.0%	2	-
Physics	42	41	43	53	67	59.5%	49	26.4%
Respiratory Therapy	68	71	58	41	31	-54.4%	54	-24.4%
<b>Subtotal</b>	<b>1254</b>	<b>1222</b>	<b>1227</b>	<b>1191</b>	<b>1104</b>	<b>-12.0%</b>	<b>1200</b>	<b>-7.3%</b>
<b>Undeclared*</b>	<b>162</b>	<b>273</b>	<b>316</b>	<b>397</b>	<b>359</b>	<b>121.6%</b>	<b>301</b>	<b>-9.6%</b>
<b>TOTAL</b>	<b>4807</b>	<b>4849</b>	<b>4977</b>	<b>5118</b>	<b>5136</b>	<b>6.8%</b>	<b>4977</b>	<b>0.4%</b>
<b>Graduate</b>								
Business Administration	116	95	106	71	48	-58.6%	87	-32.4%
Education	210	196	175	125	123	-41.4%	166	-1.6%
Education, Administration	12	21	28	27	28	133.3%	23	3.7%
English	22	30	29	28	24	9.1%	27	-14.3%
History	4	3	1	13	28	600.0%	10	115.4%
Nursing	53	58	45	35	23	-56.6%	43	-34.3%
Psychology	23	25	19	18	15	-34.8%	20	-16.7%
<b>TOTAL</b>	<b>440</b>	<b>428</b>	<b>403</b>	<b>317</b>	<b>289</b>	<b>-34.3%</b>	<b>375</b>	<b>-8.8%</b>

\*Degree-seeking students only.

\*\*For programs in existence for less than 5 years, average has been calculated accordingly.

Source: MHEC Enrollment Data by Program & Race  
 FB9900\2bs33arev.wb2

**Enrollment in Undergraduate Degree Programs**  
*By School, Discipline, Class, and Status*  
**Fall 1999**

School and Degree Program	Freshmen		Sophomore		Junior		Senior		Second Bachelor		Total
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	
School of Liberal Arts											
Art	27	-	27	-	26	3	24	4	1	1	113
Art (Fine)	-	-	1	-	-	-	-	-	-	1	2
Communication Arts	92	2	103	4	90	6	82	9	1	2	391
English	27	1	26	1	35	4	34	4	2	-	134
French	3	-	1	-	2	-	3	-	-	1	10
History	17	-	32	6	34	4	34	3	-	1	131
Liberal Studies	6	1	6	1	19	2	34	16	1	1	87
Music	8	-	8	-	8	1	10	-	-	3	38
Philosophy	5	-	6	-	6	1	7	1	-	-	26
Political Science	32	1	30	1	32	4	18	-	1	-	119
Psychology	55	-	67	1	80	2	56	13	2	-	276
Social Science	-	-	-	-	-	-	-	-	-	-	-
Sociology	13	-	11	-	9	3	11	2	-	-	49
Spanish	3	1	3	1	7	-	7	-	1	2	25
Subtotal	288	6	321	15	348	30	320	52	9	12	1401
School of Education & Professional Studies											
Elementary Education	137	8	144	8	184	17	135	16	21	9	679
Leisure Studies	-	-	-	-	-	-	-	-	-	-	-
Physical Education	78	3	74	1	68	2	82	6	3	-	317
Social Work	13	1	15	2	52	18	33	6	2	2	144
Subtotal	228	12	233	11	304	37	250	28	26	11	1140
School of Business											
Accounting	30	1	23	1	53	2	41	1	-	1	153
Business Administration	204	7	184	12	196	14	139	18	-	2	776
Economics	5	-	8	-	15	-	4	-	-	-	32
Info. System Management	28	3	39	-	39	6	38	9	7	2	171
Subtotal	267	11	254	13	303	22	222	28	7	5	1132
School of Science & Technology											
Biology	153	2	95	22	80	13	89	19	1	3	477
Chemistry	17	2	16	1	11	1	9	2	1	-	60
Environmental Health	8	-	7	-	9	1	13	3	-	-	41
Geography	8	-	16	-	12	1	21	2	-	1	61
Mathematics	51	2	29	1	32	4	15	5	-	3	142
Medical Tech.	2	-	5	2	4	-	9	2	1	-	25
Nursing	45	-	44	2	47	4	41	2	13	-	198
Physical Science	-	1	-	-	-	-	-	-	-	1	2
Physics	15	12	12	5	8	4	7	4	-	-	67
Respiratory Therapy	1	-	8	-	5	2	14	-	1	-	31
Subtotal	300	19	232	33	208	30	218	39	17	8	1104
Undeclared*	203	9	118	3	22	2	2	-	-	-	359
TOTAL	1286	57	1158	75	1185	121	1012	147	59	36	5136

o:\b9900\bs33-a

\*Degree-seeking students only.

Source: MHEC Enrollment Data by Program and Race

**Enrollment in Degree Programs (Full and Part-Time)**  
**By School, Discipline, and Ethnicity**  
**Fall 1999**

School and Degree Program	African American	American Indian	Asian American	Hispanic	White	Foreign	Other/Unknown	TOTAL
<b>School of Liberal Arts</b>								
Art	4	-	-	-	104	-	5	113
Art (Fine)	-	-	-	-	2	-	-	2
Communication Arts	26	-	5	4	338	2	16	391
English	6	1	2	2	112	1	10	134
French	1	-	1	-	6	-	2	10
History	4	-	2	-	121	-	4	131
Liberal Studies (General)	9	-	1	-	76	-	1	87
Music	-	-	-	1	35	-	2	38
Philosophy	-	-	-	-	24	-	2	26
Political Science	10	-	1	-	94	2	12	119
Psychology	23	-	4	1	239	-	9	276
Sociology	4	-	1	1	42	-	1	49
Spanish	1	-	-	2	22	-	-	25
<b>Subtotal</b>	<b>88</b>	<b>1</b>	<b>17</b>	<b>11</b>	<b>1215</b>	<b>5</b>	<b>64</b>	<b>1401</b>
<b>School of Education &amp; Professional Studies</b>								
Elementary Education	29	2	7	4	619	1	17	679
Physical Education	14	2	5	4	285	1	6	317
Social Work	33	1	1	-	103	-	6	144
<b>Subtotal</b>	<b>76</b>	<b>5</b>	<b>13</b>	<b>8</b>	<b>1007</b>	<b>2</b>	<b>29</b>	<b>1140</b>
<b>School of Business</b>								
Accounting	10	1	3	1	134	1	3	153
Business Administration	29	2	9	5	691	4	36	776
Economics	3	1	-	-	24	2	2	32
Info. System Mgmt.	19	1	4	-	133	6	8	171
<b>Subtotal</b>	<b>61</b>	<b>5</b>	<b>16</b>	<b>6</b>	<b>982</b>	<b>13</b>	<b>49</b>	<b>1132</b>
<b>School of Science &amp; Technology</b>								
Biology	21	1	10	9	419	2	15	477
Chemistry	2	-	-	1	51	-	6	60
Environmental Health	-	-	-	-	39	-	2	41
Geography	2	1	2	-	55	-	1	61
Mathematics	7	1	5	3	117	1	8	142
Medical Tech.	5	-	2	1	16	-	1	25
Nursing	20	-	3	2	167	1	5	198
Physical Science	-	-	-	-	2	-	-	2
Physics	4	-	2	-	59	-	2	67
Respiratory Therapy	3	-	2	-	26	-	-	31
<b>Subtotal</b>	<b>64</b>	<b>3</b>	<b>26</b>	<b>16</b>	<b>951</b>	<b>4</b>	<b>40</b>	<b>1104</b>
Undeclared*	14	-	3	3	316	1	22	359
<b>TOTAL</b>	<b>303</b>	<b>14</b>	<b>75</b>	<b>44</b>	<b>4471</b>	<b>25</b>	<b>204</b>	<b>5136</b>
<b>Graduate</b>								
<i>Full &amp; Part-Time</i>								
Business Administration	1	-	-	-	44	3	-	48
Education	5	1	1	1	112	1	2	123
Education, Administration	-	-	-	-	28	-	-	28
English	-	-	-	1	21	1	1	24
History	3	-	-	-	22	1	2	28
Nursing	5	-	1	-	17	-	-	23
Psychology	2	-	-	-	12	-	1	15
<b>TOTAL</b>	<b>16</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>256</b>	<b>6</b>	<b>6</b>	<b>289</b>

\*Degree-seeking students only

Source: MHEC Enrollment Data by Program and Race

o:\fb9900\233-3.wb2



**Enrollment in Undergraduate Degree Programs\***  
**As Percentage of Total Undergraduate Degree-Seeking Students**  
**Fall 1995 to Fall 1999**

School and Degree Program	Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999		% Inc. or Dec.	
	No.	%	No.	%	No.	%	No.	%	No.	%	'95-'99	1-yr.
<b>School of Liberal Arts</b>												
Art	89	1.9%	95	2.0%	105	2.0%	93	1.8%	113	2.2%	27.0%	21.5%
Art (Fine)	7	0.1%	4	0.1%	1	0.0%	4	0.1%	2	0.0%	-71.4%	-50.0%
Communication Arts	304	6.3%	279	5.8%	332	6.5%	383	7.5%	391	7.6%	28.6%	2.1%
English	147	3.1%	137	2.8%	145	2.8%	130	2.5%	134	2.6%	-8.8%	3.1%
French	6	0.1%	8	0.2%	6	0.1%	7	0.1%	10	0.2%	66.7%	42.9%
History	167	3.5%	169	3.5%	157	3.1%	144	2.8%	131	2.6%	-21.6%	-9.0%
Liberal Studies (General)	141	2.9%	121	2.5%	102	2.0%	93	1.8%	87	1.7%	-38.3%	-6.5%
Music	33	0.7%	41	0.8%	32	0.6%	35	0.7%	38	0.7%	15.2%	8.6%
Philosophy	28	0.6%	31	0.6%	31	0.6%	23	0.4%	26	0.5%	-7.1%	13.0%
Political Science	112	2.3%	91	1.9%	104	2.0%	112	2.2%	119	2.3%	6.3%	6.3%
Psychology	257	5.3%	238	4.9%	241	4.7%	241	4.7%	276	5.4%	7.4%	14.5%
Social Science	5	0.1%	2	0.0%	-	0.0%	-	0.0%	-	0.0%	-100.0%	-
Sociology	45	0.9%	46	0.9%	45	0.9%	35	0.7%	49	1.0%	8.9%	40.0%
Spanish	12	0.2%	14	0.3%	15	0.3%	18	0.4%	25	0.5%	108.3%	38.9%
<b>Subtotal</b>	<b>1353</b>	<b>28.1%</b>	<b>1276</b>	<b>26.3%</b>	<b>1316</b>	<b>26.4%</b>	<b>1318</b>	<b>25.8%</b>	<b>1401</b>	<b>27.3%</b>	<b>3.5%</b>	<b>6.3%</b>
<b>School of Education &amp; Professional Studies</b>												
Elementary Education	628	13.1%	631	13.0%	628	12.6%	642	12.5%	679	13.2%	8.1%	5.8%
Leisure Studies	1	0.0%	-	0.0%	-	0.0%	-	0.0%	-	0.0%	-100.0%	-
Physical Education	258	5.4%	258	5.3%	262	5.3%	285	5.6%	317	6.2%	22.9%	11.2%
Social Work	209	4.3%	188	3.9%	189	3.8%	159	3.1%	144	2.8%	-31.1%	-9.4%
<b>Subtotal</b>	<b>1096</b>	<b>22.8%</b>	<b>1077</b>	<b>22.2%</b>	<b>1079</b>	<b>21.7%</b>	<b>1086</b>	<b>21.2%</b>	<b>1140</b>	<b>22.2%</b>	<b>4.0%</b>	<b>5.0%</b>
<b>School of Business</b>												
Accounting	249	5.2%	258	5.3%	206	4.1%	179	3.5%	153	3.0%	-38.6%	-14.5%
Business Admin.	599	12.5%	639	13.2%	704	14.1%	796	15.6%	776	15.1%	29.5%	-
Economics	29	0.6%	24	0.5%	19	0.4%	18	0.4%	32	0.6%	10.3%	77.8%
Info. Systems Management	65	1.4%	80	1.6%	110	2.2%	133	2.6%	171	3.3%	163.1%	28.6%
<b>Subtotal</b>	<b>942</b>	<b>19.6%</b>	<b>1001</b>	<b>20.6%</b>	<b>1039</b>	<b>20.9%</b>	<b>1126</b>	<b>22.0%</b>	<b>1132</b>	<b>22.0%</b>	<b>20.2%</b>	<b>0.5%</b>
<b>School of Science &amp; Technology</b>												
Biology	603	12.5%	610	12.6%	601	12.1%	563	11.0%	477	9.3%	-20.9%	-15.3%
Chemistry	53	1.1%	46	0.9%	45	0.9%	51	1.0%	60	1.2%	13.2%	17.6%
Environmental Health	50	1.0%	49	1.0%	54	1.1%	40	0.8%	41	0.8%	-18.0%	2.5%
Geography	76	1.6%	70	1.4%	65	1.3%	66	1.3%	61	1.2%	-19.7%	-7.6%
Mathematics	115	2.4%	118	2.4%	126	2.5%	131	2.6%	142	2.8%	23.5%	8.4%
Medical Technology	33	0.7%	35	0.7%	37	0.7%	38	0.7%	25	0.5%	-24.2%	-34.2%
Nursing	210	4.4%	180	3.7%	197	4.0%	208	4.1%	198	3.9%	-5.7%	-4.8%
Physical Sciences	4	0.1%	2	0.0%	1	0.0%	-	0.0%	2	0.0%	-50.0%	-
Physics	42	0.9%	41	0.8%	43	0.9%	53	1.0%	67	1.3%	59.5%	26.4%
Respiratory Therapy	68	1.4%	71	1.5%	58	1.2%	41	0.8%	31	0.6%	-54.4%	-24.4%
<b>Subtotal</b>	<b>1254</b>	<b>26.1%</b>	<b>1222</b>	<b>25.2%</b>	<b>1227</b>	<b>24.7%</b>	<b>1191</b>	<b>23.3%</b>	<b>1104</b>	<b>21.5%</b>	<b>-12.0%</b>	<b>-7.3%</b>
<b>Undeclared Majors</b>	<b>162</b>	<b>3.4%</b>	<b>273</b>	<b>5.6%</b>	<b>316</b>	<b>6.3%</b>	<b>397</b>	<b>7.8%</b>	<b>359</b>	<b>7.0%</b>	<b>121.6%</b>	<b>-9.6%</b>
<b>TOTAL</b>	<b>4807</b>	<b>100.0%</b>	<b>4849</b>	<b>100.0%</b>	<b>4977</b>	<b>100.0%</b>	<b>5118</b>	<b>100.0%</b>	<b>5136</b>	<b>100.0%</b>	<b>6.8%</b>	<b>0.4%</b>

\*Includes second bachelor's students.

o:\fb9900\30rev.wb2

Source: MHEC Enrollment Data by Program and Race, S1



**Secondary Education Track Enrollment**  
**By Major and Classification**  
**Fall 1999**

<b>Major</b>	<b>Freshmen</b>	<b>Sophomore</b>	<b>Junior</b>	<b>Senior</b>	<b>Undergraduate 2nd Bachelor</b>	<b>Total</b>
Art	-	1	1	2	-	4
Biology	4	5	7	2	1	19
Chemistry	1	2	1	3	1	8
Communication Arts	-	-	-	-	-	-
Elementary Education	-	-	-	-	-	-
English	7	8	9	15	1	40
French	1	2	-	1	-	4
Geography	-	-	-	-	-	-
History	9	16	16	15	1	57
Math	12	9	12	7	1	41
Music	3	2	2	6	1	14
Physical Education	27	23	31	46	2	129
Physical Science	-	-	-	-	-	-
Physics	-	-	-	-	-	-
Political Science	-	-	-	-	-	-
Psychology	-	-	-	-	-	-
Social Science	-	-	-	-	-	-
Spanish	-	2	2	1	2	7
Liberal Studies	-	-	-	-	-	-
Unknown	-	-	-	-	-	-
<b>Total</b>	<b>64</b>	<b>70</b>	<b>81</b>	<b>98</b>	<b>10</b>	<b>323</b>

Source: B.O. C:\userdocs\SCEDtrack99  
o:\Fb 99 00 Folder\scedf99rev.wb2

**Number of Students Graduating**  
**with a Secondary Education Track**  
**by Major**

<b>Major</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>	<b>1998-99</b>	<b>1999-00</b>
Art	-	1	1	1	-	-
Biology	1	3	3	3	5	5
Chemistry	-	-	-	-	2	4
English	8	5	8	8	10	6
French	2	-	1	1	-	1
History	18	13	10	10	18	14
Mathematics	6	6	6	6	6	8
Music	-	-	1	1	1	3
Physical Education	18	24	24	24	33	24
Social Science	1	3	2	2	-	-
Spanish	1	-	3	3	3	-
<b>Total</b>	<b>55</b>	<b>55</b>	<b>59</b>	<b>59</b>	<b>78</b>	<b>65</b>

Source: B.O. C:\userdocs\Sceddeg99  
o:\Fb 99 00 Folder\SCEDDEG.wb2

**Undergraduate Degrees Awarded**  
*By School and Percent of Total Degrees*  
**1994-95 through 1998-99**

School	1994-95		1995-96		1996-97		1997-98		1998-99	
	No.	%	No.	%	No.	%	No.	%	No.	%
<b>School of Liberal Arts</b>										
Art	27	2.5%	18	1.6%	28	2.3%	21	1.8%	17	1.5%
Art (Fine)	1	0.1%	3	0.3%	3	0.2%	-	0.0%	3	0.3%
Communication Arts	77	7.1%	97	8.4%	92	7.6%	95	8.2%	115	9.9%
English	35	3.2%	42	3.6%	31	2.6%	33	2.8%	31	2.7%
French	3	0.3%	2	0.2%	1	0.1%	2	0.2%	1	0.1%
History	43	3.9%	47	4.1%	50	4.1%	65	5.6%	47	4.1%
Liberal Studies	79	7.2%	83	7.2%	66	5.5%	75	6.5%	62	5.3%
Music	2	0.2%	7	0.6%	6	0.5%	5	0.4%	4	0.3%
Philosophy	11	1.0%	7	0.6%	10	0.8%	11	0.9%	12	1.0%
Political Science	22	2.0%	27	2.3%	27	2.2%	25	2.2%	25	2.2%
Psychology	67	6.1%	74	6.4%	67	5.6%	81	7.0%	67	5.8%
Social Science	7	0.6%	4	0.3%	2	0.2%	-	0.0%	-	0.0%
Sociology	16	1.5%	16	1.4%	17	1.4%	16	1.4%	8	0.7%
Spanish	1	0.1%	-	0.0%	3	0.2%	5	0.4%	4	0.3%
<b>Subtotal</b>	<b>391</b>	<b>35.8%</b>	<b>427</b>	<b>36.8%</b>	<b>403</b>	<b>33.4%</b>	<b>434</b>	<b>34.4%</b>	<b>396</b>	<b>33.9%</b>
<b>School of Education &amp; Professional Studies</b>										
Elementary Education	163	14.9%	161	13.9%	185	15.4%	160	13.8%	167	14.4%
Physical Education	38	3.5%	48	4.1%	68	5.6%	56	4.8%	52	4.5%
Leisure Studies	6	0.5%	4	0.3%	-	0.0%	-	0.0%	-	0.0%
Social Work	59	5.4%	62	5.3%	72	6.0%	74	6.4%	67	5.8%
<b>Subtotal</b>	<b>266</b>	<b>24.4%</b>	<b>275</b>	<b>23.7%</b>	<b>325</b>	<b>27.0%</b>	<b>290</b>	<b>23.0%</b>	<b>286</b>	<b>24.5%</b>
<b>School of Business</b>										
Accounting	62	5.7%	49	4.2%	55	4.6%	60	5.2%	42	3.6%
Business Administration	117	10.7%	114	9.8%	129	10.7%	134	11.6%	153	13.2%
Economics	8	0.7%	14	1.2%	6	0.5%	14	1.2%	1	0.1%
Info.System Management	22	2.0%	16	1.4%	22	1.8%	38	3.3%	36	3.1%
<b>Subtotal</b>	<b>209</b>	<b>19.2%</b>	<b>193</b>	<b>16.6%</b>	<b>212</b>	<b>17.6%</b>	<b>246</b>	<b>19.5%</b>	<b>232</b>	<b>19.8%</b>
<b>School of Science &amp; Technology</b>										
Biology	78	7.1%	82	7.1%	104	8.6%	132	11.4%	106	9.1%
Chemistry	11	1.0%	4	0.3%	9	0.7%	10	0.9%	11	0.9%
Environmental Health	6	0.5%	8	0.7%	12	1.0%	21	1.8%	15	1.3%
Geography	14	1.3%	31	2.7%	26	2.2%	22	1.9%	22	1.9%
Math	21	1.9%	21	1.8%	24	2.0%	22	1.9%	21	1.8%
Medical Technology	11	1.0%	15	1.3%	6	0.5%	9	0.8%	11	0.9%
Nursing	61	5.6%	76	6.6%	55	4.6%	49	4.2%	48	4.1%
Physics	1	0.1%	5	0.4%	8	0.7%	5	0.4%	4	0.3%
Physical Science	8	0.7%	2	0.2%	2	0.2%	2	0.2%	-	0.0%
Respiratory Therapy	14	1.3%	21	1.8%	19	1.6%	18	1.6%	17	1.5%
<b>Subtotal</b>	<b>225</b>	<b>20.6%</b>	<b>265</b>	<b>22.8%</b>	<b>265</b>	<b>22.0%</b>	<b>290</b>	<b>23.0%</b>	<b>255</b>	<b>21.8%</b>
<b>TOTAL</b>	<b>1091</b>	<b>100.0%</b>	<b>1160</b>	<b>100.0%</b>	<b>1205</b>	<b>100.0%</b>	<b>1260</b>	<b>100.0%</b>	<b>1169</b>	<b>100.0%</b>
Source: Degrees Awarded by Program and Race, Job N3Mid010 Program MIDN030										
<b>Honor Degrees</b>										
Cum Laude	150	55.8%	154	47.1%	226	58.2%	190	54.4%	176	50.6%
Magna Cum Laude	67	24.9%	101	30.9%	80	20.6%	88	25.2%	90	25.9%
Summa Cum Laude	52	19.3%	72	22.0%	82	21.1%	71	20.3%	82	23.6%
<b>TOTAL</b>	<b>269</b>	<b>100.0%</b>	<b>327</b>	<b>100.0%</b>	<b>388</b>	<b>100.0%</b>	<b>349</b>	<b>100.0%</b>	<b>348</b>	<b>100.0%</b>

Source: Registrar's Office ("Major 1" reported only)

o:\fb9900\32.wb2

**Degrees Awarded**  
*Alphabetically by Program*  
**Academic Year 1994-95 to 1998-99**

<b>Baccalaureate</b>	1994-95	1995-96	1996-97	1997-98	1998-99	% Change AY 95 to AY 99	5 Year Average
Accounting	62	49	55	60	42	-32.3%	54
Art	27	18	28	21	17	-37.0%	22
Art (Fine)	1	3	3	-	3	200.0%	3
Biology	78	82	104	132	106	35.9%	100
Business Administration	117	114	129	134	153	30.8%	129
Chemistry	11	4	9	10	11	0.0%	9
Communication Arts	77	97	92	95	115	49.4%	95
Economics	8	14	6	14	1	-87.5%	9
Elementary Education	163	161	185	160	167	2.5%	167
English	35	42	31	33	31	-11.4%	34
Environmental Health	6	8	12	21	15	150.0%	12
French	3	2	1	2	1	-66.7%	2
Geography	14	31	26	22	22	57.1%	23
History	43	47	50	65	47	9.3%	50
Info. Systems Management	22	16	22	38	36	63.6%	27
Leisure Studies	6	4	-	-	-	-100.0%	5
Liberal Studies	79	83	66	75	62	-21.5%	73
Mathematics	21	21	24	22	21	0.0%	22
Medical Technology	11	15	6	9	11	0.0%	10
Music	2	7	6	5	4	100.0%	5
Nursing	61	76	55	49	48	-21.3%	58
Philosophy	11	7	10	11	12	9.1%	10
Physical Education	38	48	68	56	52	36.8%	52
Physical Science	8	2	2	2	-	-100.0%	4
Physics	1	5	8	5	4	300.0%	5
Political Science	22	27	27	25	25	13.6%	25
Psychology	67	74	67	81	67	0.0%	71
Respiratory Therapy	14	21	19	18	17	21.4%	18
Social Science	7	4	2	-	-	-100.0%	4
Social Work	59	62	72	74	67	13.6%	67
Sociology	16	16	17	16	8	-50.0%	15
Spanish	1	-	3	5	4	300.0%	3
<b>TOTAL</b>	<b>1091</b>	<b>1160</b>	<b>1205</b>	<b>1260</b>	<b>1169</b>	<b>7.1%</b>	<b>1177</b>
<b>Masters</b>							
Business Administration	30	32	35	37	38	26.7%	34
Education	80	87	88	95	95	18.8%	89
School Administration	-	-	8	11	12	-	10
English	12	7	11	13	16	33.3%	12
History	6	6	2	0	6	0.0%	5
Nursing	10	5	10	7	11	10.0%	9
Psychology	7	3	4	5	4	-42.9%	5
<b>TOTAL</b>	<b>145</b>	<b>140</b>	<b>158</b>	<b>168</b>	<b>182</b>	<b>25.5%</b>	<b>159</b>

\*Environmental Health shows a 4-year average.

Source: MHEC Degrees Awarded by Program and Race . "Major 1" reported only.

o:\fb9900\31.wb2

**Number of Minors by School and Program**  
**1998-99 Bachelor Degree Recipients**

School	Aug./Dec. 1998	May 1999	Total
<b>School of Liberal Arts</b>			
Anthropology	0	0	0
Art	1	5	6
Communication Arts	9	8	17
English	5	9	14
French	1	3	4
German	2	0	2
History	4	21	25
Interdisciplinary Studies	4	15	19
Music	0	1	1
Philosophy	0	7	7
Political Science	3	7	10
Psychology	26	41	67
Sociology	1	5	6
Spanish	1	16	17
<b>Subtotal</b>	<b>57</b>	<b>138</b>	<b>195</b>
<b>School of Business</b>			
Business Administration	7	6	13
Economics	0	1	1
Marketing	19	21	40
<b>Subtotal</b>	<b>26</b>	<b>28</b>	<b>54</b>
<b>School of Professional Studies</b>			
Physical Education	0	5	5
<b>Subtotal</b>	<b>0</b>	<b>5</b>	<b>5</b>
<b>School of Science &amp; Technology</b>			
Biology	11	24	35
Chemistry	12	22	34
Computer Science	0	3	3
Geography	0	4	4
Math	3	7	10
Physics	0	3	3
<b>Subtotal</b>	<b>26</b>	<b>63</b>	<b>89</b>
<b>TOTAL</b>	<b>109</b>	<b>229</b>	<b>343</b>

Source: BO C:/userdocs/minorsaward99  
o:\fb 99 00\minor.wb2



**1998-99 Degrees Awarded  
By Major and Track**  
(Covers only those programs where tracks are offered.)

Major	(No track)	ACST	ADMN	APPO	ATTR	BACH	BCHM	BUAD	CFIT	CLSP	COSC	ECON	ENGL	ENGR	ENPO	ENSC	EXSC	INDV	INTL	ISMN	MCEL	NRND	ODED	PNUR	PRAC	PREH	PSED	SCED	SOSW	Total
Biology	48															19										35		4		106
Bus Admin.	150											1						2	7	1										161
Chemistry	3	2					2																					4		11
English	26																											6		32
Education	167																													167
History	36																											14		50
Mathematics	13																											8		21
Music	1																											3		4
Nursing	37						9															2								48
Phy Educ.	2				4				19								1						2					24		52
Phy Science	0																													0
Physics	0													3							1									4
Political Sci	24			2											1															27
Social Work	67																													67
Spanish	5																													5
<b>Total</b>	<b>579</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>	<b>9</b>	<b>2</b>	<b>0</b>	<b>19</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>1</b>	<b>19</b>	<b>1</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>63</b>	<b>0</b>	<b>755</b>

Key to Tracks:

ACST: ACS Certification Program  
ADMN: Administration  
APPO: Applied Politics  
ATTR: Athletic Training  
BACH: G/UG Deg Prog-NURS  
BCHM: Bio Chemistry

BUAD: Business Administration  
CFIT: Corporate Fitness  
CLSP: Clinical Specialist  
COSC: Computer Science  
ECON: Economics  
ENGL: English  
ENGR: Pre-Engineering

ENPO: Environmental Policy  
ENSC: Environmental Science  
EXSC: Exercise Science  
INDV: Individualized  
INTL: International Business  
ISMN: Information Systems Mgmt  
MCEL: Micro-electronics

NRND: Nursing, RN Direct  
ODED: Outdoor Education  
PNUR: Pre-Nursing  
PRAC: Family Nurse Practitioner  
PREH: Pre-Health  
PSED: Post-secondary Educ  
SCED: Secondary Education  
SOSW: SOCI/SOWK Dual-degree

Source: B.O. C:\userdocs\degreesbymajor99  
O:\Fb 99-00 Folder\DGRTRAK2.wb2

NOTE: Some degree recipients had more than one major and therefore, possibly more than one track.

**1998-99 Degrees Awarded  
By Major and Concentration**

(Covers only those programs where concentrations are offered)

Major	No Concentration	Comparative Literature	Computer Science	Creative Writing	Film	Finance	Linguistics	Mngmt.	Mktg. Mngmt.	Statistics	Total
Business*	11					48		61	58		178
English	13	7		7	4		1				32
Mathematics	13		6							2	21
<b>Total</b>	<b>37</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>48</b>	<b>1</b>	<b>61</b>	<b>58</b>	<b>2</b>	<b>231</b>

\*Seventeen Business degree recipients had two concentrations.

Source: B.O. C:\userdocs\degreesbymajor99  
O:\Fb 99-00 Folder\ldgrcon2.wb2

**Degrees Awarded  
By Type and Gender  
Alphabetically by Program  
Academic Year 1998-99**

<b>Baccalaureate</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	<b>% of Total</b>
Accounting	22	20	42	3.6%
Art	6	11	17	1.5%
Art (Fine)	3	0	3	0.3%
Biology	47	59	106	9.1%
Business Administration	93	60	153	13.1%
Chemistry	5	6	11	0.9%
Communication Arts	61	54	115	9.8%
Economics	0	1	1	0.1%
Elementary Education	21	146	167	14.3%
English	7	24	31	2.7%
Environmental Health	6	9	15	1.3%
French	0	1	1	0.1%
Geography	14	8	22	1.9%
History	26	21	47	4.0%
Info. System Management	22	14	36	3.1%
Leisure Studies	0	0	0	0.0%
Liberal Studies	30	32	62	5.3%
Mathematics	11	10	21	1.8%
Medical Technology	4	7	11	0.9%
Music	1	3	4	0.3%
Nursing	2	46	48	4.1%
Philosophy	4	8	12	1.0%
Physical Education	30	22	52	4.4%
Physical Science	0	0	0	0.0%
Physics	3	1	4	0.3%
Political Science	14	11	25	2.1%
Psychology	22	45	67	5.7%
Respiratory Therapy	8	9	17	1.5%
Social Science	0	0	0	0.0%
Social Work	6	61	67	5.7%
Sociology	6	2	8	0.7%
Spanish	1	3	4	0.3%
<b>TOTAL</b>	<b>475</b>	<b>694</b>	<b>1169</b>	<b>100.0%</b>
	Bachelor of Arts		376	32.2%
	Bachelor of Science		722	61.8%
	Bach of Social Work		68	5.8%
	Bachelor of Fine Arts		3	0.3%
<b>* Total Baccalaureate</b>			<b>1169</b>	<b>100.0%</b>

\*Source: Business Objects(degrees) MB 8/09/99

<b>Master's</b>				
Business Administration	18	20	38	20.9%
Education	23	72	95	52.2%
School Administration	4	8	12	6.6%
English	1	15	16	8.8%
History	5	1	6	3.3%
Nursing	0	11	11	6.0%
Psychology	0	4	4	2.2%
<b>TOTAL</b>	<b>51</b>	<b>131</b>	<b>182</b>	<b>100.0%</b>

Source: MHEC Degrees Awarded by Program & Race for August 98, December 98  
and May 1999 degree recipients, Job N3MI0010, Program MIDN0 o:\fb99-00\degree99.wb2

**Degrees Awarded  
By Type and Ethnicity  
Alphabetically by Program  
Academic Year 1998-99**

<b>Baccalaureate</b>	<b>African American</b>	<b>American Indian</b>	<b>Asian American</b>	<b>Hispanic</b>	<b>White</b>	<b>Foreign</b>	<b>Total</b>
Accounting	4	-	-	-	38	-	42
Art	1	-	-	1	15	-	17
Art (Fine)	-	-	-	-	3	-	3
Biology	3	-	2	-	100	1	106
Business Administration	9	-	1	1	140	2	153
Chemistry	1	-	-	-	10	-	11
Communication Arts	12	-	-	-	102	1	115
Economics	-	-	-	-	1	-	1
Elementary Education	6	-	1	1	159	-	167
English	2	-	2	-	27	-	31
Environmental Health	-	-	-	-	14	1	15
French	-	-	-	-	1	-	1
Geography	-	-	1	-	21	-	22
History	3	2	-	1	41	-	47
Info. Systems Management	-	1	-	-	35	-	36
Liberal Studies	9	1	-	-	51	1	62
Mathematics	2	-	-	-	19	-	21
Medical Technology	1	-	1	-	9	-	11
Music	-	-	-	-	4	-	4
Nursing	5	-	1	1	40	1	48
Philosophy	1	-	-	-	11	-	12
Physical Education	2	-	-	2	48	-	52
Physics	-	-	-	-	4	-	4
Political Science	-	-	-	-	25	-	25
Psychology	6	-	1	1	59	-	67
Respiratory Therapy	1	-	1	1	14	-	17
Social Work	13	-	-	-	53	1	67
Sociology	2	-	-	-	6	-	8
Spanish	-	-	-	-	4	-	4
<b>TOTAL</b>	<b>83</b>	<b>4</b>	<b>11</b>	<b>9</b>	<b>1054</b>	<b>8</b>	<b>1169</b>
<b>Masters</b>							
Business Administration	4	-	-	-	29	5	38
Education	5	-	1	4	85	-	95
School Administration	1	-	-	-	11	-	12
English	-	-	-	-	15	1	16
History	-	-	-	-	6	-	6
Nursing	1	-	-	-	10	-	11
Psychology	-	-	-	-	4	-	4
<b>TOTAL</b>	<b>11</b>	<b>-</b>	<b>1</b>	<b>4</b>	<b>160</b>	<b>6</b>	<b>182</b>

Source: MHEC Degrees Awarded by Program and Race \*Major 1" reported only.

o:\fb9900\34aa.wb2

**Student Credit Hours  
By School and Discipline  
Fall 1995 to Fall 1999**

School and Discipline	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change in SCH 1995 to 1999
<b>School of Liberal Arts</b>						
Anthropology	426	435	459	372	501	17.6%
Art	2081	2029	2136	2180	2395	15.1%
Communication Arts	3941	3947	4454	4502	4421	12.2%
English	5259	5427	6183	6507	6371	21.1%
French	249	249	242	246	232	-6.8%
General Studies	165	167	162	311	295	78.8%
German	164	122	128	131	112	-31.7%
Latin	-	-	-	-	69	0.0%
History	5961	6291	6288	6969	6627	11.2%
Interdisciplinary Studies	425	448	484	449	627	47.5%
Modern Languages	45	-	33	168	201	346.7%
Music	976	876	867	905	962	-1.4%
Music-Applied	296	274	287	332	377	27.4%
Philosophy	1685	1314	1515	1478	1484	-11.9%
Political Science	1265	1407	1401	1618	1508	19.2%
Psychology	4693	4459	4185	4101	4600	-2.0%
Russian	24	15	33	39	45	87.5%
Social Science	-	-	3	12	-	0.0%
Sociology	1380	1212	1389	1428	1452	5.2%
Spanish	633	681	772	738	921	45.5%
<b>Subtotal</b>	<b>29,668</b>	<b>29,353</b>	<b>31,021</b>	<b>32,486</b>	<b>33,200</b>	<b>11.9%</b>
<b>School of Education &amp; Professional Studies</b>						
Dance	181	156	176	250	236	30.4%
Education, Elementary	2712	3039	2691	2919	2490	-8.2%
Education, General	3625	3793	3747	3318	3402	-6.2%
Education, Secondary	369	381	393	282	306	-17.1%
Education, Master of Arts	-	-	-	-	66	0.0%
Health	307	264	273	369	154	-49.8%
Leisure Studies	69	69	51	-	-	-100.0%
Military Science	262	126	32	26	14	-94.7%
Physical Education	3567	3870	3775	4160	4480	25.6%
Social Work	1798	1668	1731	1398	1407	-21.7%
<b>Subtotal</b>	<b>12,890</b>	<b>13,366</b>	<b>12,869</b>	<b>12,722</b>	<b>12,555</b>	<b>-2.6%</b>
<b>School of Business</b>						
Accounting	1881	1845	1713	1812	1809	-3.8%
Business Administration	5778	5919	6455	6045	6295	8.9%
Economics	1179	1287	1119	1377	1575	33.6%
Info Systems Management	701	681	953	1006	1196	70.6%
<b>Subtotal</b>	<b>9,539</b>	<b>9,732</b>	<b>10,240</b>	<b>10,240</b>	<b>10,875</b>	<b>14.0%</b>
<b>School of Science &amp; Technology</b>						
Biology	6565	6482	6424	6087	5838	-11.1%
Chemistry	3136	3128	2779	2841	2884	-8.0%
Computer Science	971	1051	918	929	1127	16.1%
Environmental Health	183	243	343	247	176	-3.8%
Geography	2432	2494	2568	2468	2742	12.7%
Geology	228	240	186	249	210	-7.9%
Mathematics	3635	3945	3784	4435	4326	19.0%
Medical Technology	276	225	259	209	152	-44.9%
Nursing	1817	1536	1348	1380	1437	-20.9%
Physics	1634	1370	1395	1400	1212	-25.8%
Pre-Engineering	24	27	21	-	-	-100.0%
Respiratory Therapy	657	683	584	441	310	-52.8%
Science Education	88	52	80	112	96	9.1%
<b>Subtotal</b>	<b>21,558</b>	<b>21,476</b>	<b>20,689</b>	<b>20,798</b>	<b>20,510</b>	<b>-4.9%</b>
<b>GRAND TOTAL</b>	<b>73,655</b>	<b>73,927</b>	<b>74,819</b>	<b>76,246</b>	<b>77,140</b>	<b>4.7%</b>

Source: Faculty Credit Hours and Course Load by Discipline/Instructor, Job NMIS150 Program MISN220

o:\f9900bsa37-2.wb2



# Student Credit Hours and FTES

## By Discipline & Course Level

Fall 1999

HEGIS CODE	DISCIPLINE Alphabetical	Student Credit Hours by Course Level			Total SCH
		Lower (100-200)	Upper (300-400)	Graduate (400G-600)	
0502	Accounting	1,059	654	96	1,809
2202	Anthropology	420	81	-	501
1001	Art	1,542	853	-	2,395
0401	Biology	4,340	1,480	18	5,838
0506	Business Administration	1,434	4,645	216	6,295
1905	Chemistry	2,608	276	-	2,884
0601	Communication Arts	3,142	1,279	-	4,421
0701	Computer Science	1,061	66	-	1,127
1008	Dance	198	38	-	236
2204	Economics	1,275	249	51	1,575
0802	Education, Elementary	-	2,490	66	2,556
0801	Education, General	-	2,325	1,077	3,402
0803	Education, Secondary	-	288	18	306
0901	Engineering	-	-	-	-
1501	English	4,506	1,621	244	6,371
0420	Environmental Health	48	128	-	176
1102	French	162	70	-	232
4901	General Studies	112	171	12	295
2206	Geography	2,259	480	3	2,742
1914	Geology	210	-	-	210
1103	German	91	21	-	112
1201	Health	154	-	-	154
2205	History	5,256	1,221	150	6,627
0702	Info Systems Management	602	594	-	1,196
4999	Interdisciplinary Studies	587	40	-	627
1104	Latin	69	-	-	69
1701	Mathematics	3,877	443	6	4,326
1223	Medical Technology	12	140	-	152
1801	Military Science	3	11	-	14
1101	Modern Languages	201	-	-	201
1005	Music	794	168	-	962
1004	Music-Applied	264	113	-	377
1203	Nursing	-	1,269	168	1,437
1509	Philosophy	975	509	-	1,484
0835	Physical Education	2,842	1,632	6	4,480
1902	Physics	1,068	144	-	1,212
2207	Political Science	1,041	467	-	1,508
2001	Psychology	1,914	2,539	147	4,600
1299	Respiratory Therapy	-	310	-	310
1106	Russian	45	-	-	45
1999	Science Education	96	-	-	96
2104	Social Work	171	1,227	9	1,407
2208	Sociology	876	576	-	1,452
1105	Spanish	654	267	-	921
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>45,968</b>	<b>28,885</b>	<b>2,287</b>	<b>77,140</b>
<b>FTES by Course Level</b>					
<b>GRAND TOTAL FTES</b>		<b>3,064.5</b>	<b>1,925.7</b>	<b>190.6</b>	<b>5,181</b>

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, Job No. NMIS150  
Program No. MISN210. For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.  
o:\b9900\38.wb2

**Student Credit Hours and FTES**  
**By Discipline & Course Level**

DAY COURSES (8:00 A.M. TO 5:00 P.M.)

**Fall 1999**

HEGIS CODE	DISCIPLINE Alphabetical	Student Credit Hours by Course Level			Total SCH
		Lower (100-200)	Upper (300-400)	Graduate (400G-600)	
0502	Accounting	786	432	-	1,218
2202	Anthropology	420	81	-	501
1001	Art	1,269	685	-	1,954
0401	Biology	4,248	1,411	-	5,659
0506	Business Administration	981	3,445	-	4,426
1905	Chemistry	2,300	276	-	2,576
0601	Communication Arts	2,710	916	-	3,626
0701	Computer Science	889	66	-	955
1008	Dance	198	26	-	224
2204	Economics	960	249	-	1,209
0802	Education, Elementary	-	2,226	27	2,253
0801	Education, General	-	1,707	51	1,758
0803	Education, Secondary	-	210	-	210
1501	English	3,969	1,066	49	5,084
0420	Environmental Health	48	125	-	173
1102	French	162	70	-	232
4901	General Studies	78	171	12	261
2206	Geography	2,112	480	3	2,595
1914	Geology	210	-	-	210
1103	German	91	21	-	112
1201	Health	154	-	-	154
2205	History	4,500	1,044	90	5,634
0702	Info Systems Management	174	594	-	768
4999	Interdisciplinary Studies	519	24	-	543
1104	Latin	69	-	-	69
1701	Mathematics	3,006	443	6	3,455
1223	Medical Technology	12	140	-	152
1801	Military Science	3	11	-	14
1101	Modern Languages	12	-	-	12
1005	Music	734	168	-	902
1004	Music-Applied	223	113	-	336
1203	Nursing	-	1,269	54	1,323
1509	Philosophy	864	509	-	1,373
0835	Physical Education	2,527	1,518	6	4,051
1902	Physics	1,068	132	-	1,200
2207	Political Science	1,041	413	-	1,454
2001	Psychology	1,818	2,212	15	4,045
1299	Respiratory Therapy	-	310	-	310
1106	Russian	45	-	-	45
834	Science Education	96	-	-	96
2201	Social Science	-	-	-	0
2104	Social Work	87	999	-	1,086
2208	Sociology	795	576	-	1,371
1105	Spanish	591	267	-	858
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>39,769</b>	<b>24,405</b>	<b>313</b>	<b>64,487</b>
<b>FTES by Course Level</b>					
<b>GRAND TOTAL FTES</b>		<b>2,651.3</b>	<b>1,627.0</b>	<b>26.1</b>	<b>4304.4</b>

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, Job No. NMIS150  
Program No. MISN210. For FTES, divide by 15 at Lower and Upper Levels, and by 12 for Graduate.  
o:\b9900\38-d.wb2

**Student Credit Hours and FTES**  
**By Discipline & Course Level**  
**Evening Courses (After 5:00 pm) ONLY\***  
**Fall 1999**

HEGIS CODE	DISCIPLINE Alphabetical	Student Credit Hours by Course Level			Total SCH
		Lower (100-200)	Upper (300-400)	Graduate (400G-600)	
0502	Accounting	273	222	96	591
1001	Art	273	168	-	441
0401	Biology	92	69	18	179
0506	Business Administration	453	1,200	216	1,869
1905	Chemistry	308	-	-	308
0601	Communication Arts	432	363	-	795
0701	Computer Science	172	-	-	172
1008	Dance	-	12	-	12
2204	Economics	315	-	51	366
0802	Education, Elementary	-	264	39	303
0801	Education, General	-	618	1,026	1,644
0803	Education, Secondary	-	78	18	96
0901	Engineering	-	-	-	-
1501	English	537	555	195	1,287
0420	Environmental Health	-	3	-	3
1102	French	-	-	-	-
4901	General Studies	34	-	-	34
2206	Geography	147	-	-	147
1201	Health	-	-	-	-
2205	History	756	177	60	993
0702	Info Systems Mgement Network	428	-	-	428
4999	Interdisciplinary Studies	68	16	-	84
4993	Leisure Studies	-	-	-	-
1701	Math	871	-	-	871
1801	Military Science	-	-	-	-
1101	Modern Languages	189	-	-	189
1005	Music	60	-	-	60
1004	Music Applied	41	-	-	41
1203	Nursing	-	-	114	114
1509	Philosophy	111	-	-	111
0835	Physical Education	315	114	-	429
2207	Political Science	-	54	-	54
1902	Physics	-	12	-	12
2001	Psychology	96	327	132	555
2104	Social Work	84	228	9	321
2208	Sociology	81	-	-	81
1105	Spanish	63	-	-	63
<b>TOTAL STUDENT CREDIT HOURS</b>		<b>6,199</b>	<b>4,480</b>	<b>1,974</b>	<b>12,653</b>
<b>FTE by Course Level</b>					
<b>FTES by Discipline</b>		<b>413.3</b>	<b>298.7</b>	<b>164.5</b>	<b>876.4</b>

\*No evening courses were offered as "TBA" and none were offered off-campus.  
 SCH for courses taken at UMES not included here.

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor,  
 Job No. NMIS150 Program No. MISN210

o:\fb9900\38a.wb2

**Annual Student Credit Hour Production  
By School and Discipline  
Academic Year 1994-95 to 1998-99**

Page 1 of 2

Discipline	1994-95				1995-96				1996-97				1997-98				1998-99			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
<b>THE CHARLES R. &amp; MARTHA N. FULTON SCHOOL OF LIBERAL ARTS</b>																				
Anthropology	504	186	-	690	705	99	-	804	621	138	-	759	747	69	-	816	669	90	-	759
Art	2,456	1,518	-	3,974	2,646	1,659	-	4,305	2,781	1,524	7	4,312	2,739	1,678	3	4,420	3,075	1,516	7	4,598
Comm. Arts	5,363	2,583	3	7,949	5,266	2,393	-	7,659	5,565	2,433	3	8,001	5,680	2,919	-	8,599	6,193	2,860	-	9,053
English	7,581	3,090	387	11,058	6,804	3,149	385	10,338	6,798	3,177	507	10,482	8,061	2,839	525	11,425	8,493	3,326	444	12,263
French	423	106	-	529	293	168	1	462	394	105	-	499	378	137	3	518	342	98	3	443
German	231	42	-	273	227	51	-	278	158	36	-	194	193	39	-	232	151	48	-	199
History	9,189	2,796	156	12,141	8,538	2,874	96	11,508	8,874	2,988	99	11,961	9,426	2,814	123	12,363	10,332	2,646	273	13,251
Interdisc. Studies	624	173	-	797	700	73	-	773	726	142	-	868	758	182	-	940	848	139	-	987
Mod. Foreign Lang.	111	-	-	111	63	-	-	63	144	-	-	144	51	-	-	51	276	-	-	276
Music	1,638	222	9	1,869	1,563	238	19	1,820	1,461	227	16	1,704	1,506	212	18	1,736	1,418	212	-	1,630
Applied Music	488	154	10	652	390	186	5	581	342	163	22	527	378	210	15	603	532	203	-	735
Philosophy	2,205	1,000	3	3,208	1,995	1,043	-	3,038	1,656	901	-	2,557	1,995	1,024	-	3,019	1,791	1,090	3	2,884
Political Science	1,782	1,058	3	2,843	1,509	984	3	2,496	1,651	888	6	2,545	1,773	910	-	2,683	1,824	1,239	0	3,063
Psychology	3,177	5,148	535	8,860	3,024	5,715	448	9,187	3,201	4,875	429	8,505	3,258	4,683	360	8,301	3,087	4,924	312	8,323
Russian	60	-	-	60	45	-	-	45	15	-	-	15	54	-	-	54	63	-	-	63
Social Science	-	30	-	30	-	6	-	6	-	12	-	12	-	15	-	15	-	33	-	33
Sociology	1,479	1,191	3	2,673	1,218	1,462	3	2,683	1,392	979	3	2,374	1,722	1,168	-	2,890	1,776	1,018	-	2,794
Spanish	906	259	-	1,165	804	363	3	1,170	900	427	-	1,327	1,125	377	-	1,502	987	544	-	1,531
<b>Totals</b>	<b>38,217</b>	<b>19,556</b>	<b>1,109</b>	<b>58,882</b>	<b>35,790</b>	<b>20,463</b>	<b>963</b>	<b>57,216</b>	<b>36,679</b>	<b>19,015</b>	<b>1,092</b>	<b>56,786</b>	<b>39,844</b>	<b>19,276</b>	<b>1,047</b>	<b>60,167</b>	<b>41,857</b>	<b>19,986</b>	<b>1,042</b>	<b>62,885</b>

**THE SAMUEL W. AND MARILYN C. SEIDEL SCHOOL OF EDUCATION & PROFESSIONAL STUDIES**

Dance	207	85	-	292	232	143	-	375	244	75	-	319	292	91	-	383	517	83	-	600
Education	-	4,600	2,664	7,264	-	4,563	2,619	7,182	-	5,021	2,877	7,898	-	4,870	2,703	7,573	-	4,885	2,040	6,925
Elementary Ed.	-	5,268	12	5,280	-	5,688	12	5,700	-	5,775	21	5,796	-	5,262	18	5,280	-	5,319	-	5,319
Secondary Ed.	-	1,118	27	1,145	-	855	24	879	-	918	18	936	-	1,014	15	1,029	-	741	42	783
Education, Science	48	-	-	48	156	-	-	156	84	-	-	84	60	20	-	80	112	-	-	112
General Studies	454	616	60	1,130	149	144	33	326	150	105	51	306	217	103	30	350	176	136	63	375
Health	500	210	-	710	444	270	6	720	639	195	3	837	678	198	-	876	753	165	-	918
Leisure Studies	222	135	-	357	147	21	-	168	144	-	-	144	51	-	-	51	-	-	-	-
Military Science	162	131	-	293	297	190	-	487	69	180	-	249	6	56	-	62	-	51	-	51
Physical Ed.	4,628	2,679	24	7,331	4,471	3,032	-	7,503	4,436	3,065	9	7,510	4,744	2,649	12	7,405	5,228	2,850	12	8,090
Social Work	384	3,082	3	3,469	432	3,204	6	3,642	339	3,214	6	3,559	237	3,106	15	3,358	297	2,604	6	2,907
<b>Totals</b>	<b>6,605</b>	<b>17,924</b>	<b>2,790</b>	<b>27,319</b>	<b>6,328</b>	<b>18,110</b>	<b>2,700</b>	<b>27,138</b>	<b>6,105</b>	<b>18,548</b>	<b>2,985</b>	<b>27,638</b>	<b>6,285</b>	<b>17,369</b>	<b>2,793</b>	<b>26,447</b>	<b>7,083</b>	<b>16,834</b>	<b>2,163</b>	<b>26,080</b>



# Annual Student Credit Hour Production

Page 2 of 2

Discipline	1994-95				1995-96				1996-97				1997-98				1998-99			
	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total	LD	UD	Grad	Total
<b>THE FRANKLIN P. PERDUE SCHOOL OF BUSINESS</b>																				
Accounting	1,707	1,740	-	3,447	1,587	1,773	-	3,360	1,710	1,821	-	3,531	1,659	1,536	-	3,195	1,926	1,434	81	3,441
Business Admin.	2,250	7,450	1,002	10,702	2,223	8,116	1,065	11,404	2,472	8,388	990	11,850	2,169	9,141	1,047	12,357	2,499	8,858	606	11,963
Economics	2,025	621	-	2,646	1,845	390	-	2,235	1,944	423	-	2,367	1,950	330	-	2,280	2,298	282	99	2,679
Info Sys. Mgmt.	389	1,233	-	1,622	413	1,164	-	1,577	1,166	609	-	1,775	1,165	915	-	2,080	1,156	1,207	60	2,423
<b>Totals</b>	<b>6,371</b>	<b>11,044</b>	<b>1,002</b>	<b>18,417</b>	<b>6,068</b>	<b>11,443</b>	<b>1,065</b>	<b>18,576</b>	<b>7,292</b>	<b>11,241</b>	<b>990</b>	<b>19,523</b>	<b>6,943</b>	<b>11,922</b>	<b>1,047</b>	<b>19,912</b>	<b>7,879</b>	<b>11,781</b>	<b>846</b>	<b>20,506</b>
<b>THE RICHARD A. HENSON SCHOOL OF SCIENCE &amp; TECHNOLOGY</b>																				
Biology	8,996	3,796	109	12,901	8,745	3,790	180	12,715	7,847	4,119	71	12,037	7,818	4,256	65	12,139	8,206	3,375	19	11,600
Chemistry	5,463	710	10	6,183	5,391	495	3	5,889	4,815	643	3	5,461	4,551	583	-	5,134	4,698	502	-	5,200
Computer Science	1,681	75	-	1,756	1,843	258	-	2,101	1,807	181	-	1,988	1,673	123	-	1,796	1,618	155	-	1,773
Environ. Health	135	189	-	324	114	270	-	384	114	403	-	517	111	403	-	514	72	381	-	453
Geography	4,358	692	3	5,053	3,974	825	-	4,799	4,261	729	-	4,990	4,158	735	-	4,893	4,060	703	9	4,772
Geology	462	-	-	462	411	-	-	411	447	-	-	447	402	-	-	402	546	-	-	546
Mathematics	6,449	1,002	63	7,514	6,080	769	123	6,972	6,500	928	124	7,552	6,808	738	51	7,597	7,443	831	45	8,319
Med. Technology	51	622	-	673	29	586	-	615	31	460	-	491	37	537	-	574	27	446	-	473
Nursing	6	3,150	400	3,556	-	3,202	525	3,727	-	2,675	470	3,145	-	2,410	375	2,785	-	2,387	268	2,655
Pre-engineering	58	-	-	58	57	-	-	57	39	-	-	39	21	-	-	21	4	3	-	7
Physics	2,559	464	3	3,026	2,520	449	-	2,969	2,564	230	-	2,794	2,223	272	-	2,495	2,070	282	-	2,352
Resp. Therapy	81	1,115	-	1,196	78	1,302	-	1,380	57	1,270	-	1,327	69	1,112	-	1,181	24	772	-	796
<b>Totals</b>	<b>30,299</b>	<b>11,815</b>	<b>588</b>	<b>42,702</b>	<b>29,242</b>	<b>11,946</b>	<b>831</b>	<b>42,019</b>	<b>28,482</b>	<b>11,638</b>	<b>668</b>	<b>40,788</b>	<b>27,871</b>	<b>11,169</b>	<b>491</b>	<b>39,531</b>	<b>28,768</b>	<b>9,837</b>	<b>341</b>	<b>38,946</b>
<b>Grand Totals</b>	<b>81,492</b>	<b>60,339</b>	<b>5,489</b>	<b>147,320</b>	<b>77,428</b>	<b>61,962</b>	<b>5,559</b>	<b>144,949</b>	<b>78,558</b>	<b>60,442</b>	<b>5,735</b>	<b>144,735</b>	<b>80,943</b>	<b>59,736</b>	<b>5,378</b>	<b>146,057</b>	<b>85,587</b>	<b>58,438</b>	<b>4,392</b>	<b>148,417</b>

Source: Faculty Credit Hours and Course Load by Department/Discipline/Instructor, Job NMIS150, Program MISN220  
LD =100 & 200 level; UD=300 & 400 level; Grad=400G & above.

O:\Fb 99-00 Folder\sch5yr.wb2

Salisbury State University has degree programs in Fine Arts, Physical Science, and Liberal Arts although no courses are offered in those specific disciplines. School of Nursing disciplines have been incorporated into School of Science & Technology to allow ease of comparisons in accordance with the 1993-94 reorganization.

# Analysis of Annualized FTE

Full-Time Equivalent Students

By Course Level

Semester	Undergraduate			Graduate	Total FTE	Total Headcount
	Lower	Upper	Subtotal			
Fall 1992	2863.4	1927.9	4791.3	225.6	5016.9	6022
Spring 1993	2483.4	2078.6	4562.0	213.3	4775.3	
% Change Fall to Spring	-13.3%	7.8%	-4.8%	-5.5%	-4.8%	
<b>Annualized FY 1992-93</b>	<b>2673.4</b>	<b>2003.3</b>	<b>4676.7</b>	<b>219.5</b>	<b>4896.1</b>	
Fall 1993	2801.9	1973.2	4775.1	220.0	4995.1	5956
Spring 1994	2545.7	2038.0	4583.7	222.5	4806.2	
% Change Fall to Spring	-9.1%	3.3%	-4.0%	1.1%	-3.8%	
<b>Annualized FY 1993-94</b>	<b>2673.8</b>	<b>2005.6</b>	<b>4679.4</b>	<b>221.3</b>	<b>4900.7</b>	
Fall 1994	2863.7	1939.8	4803.5	227.8	5031.4	6048
Spring 1995	2569.1	2082.7	4651.8	229.6	4881.4	
% Change Fall to Spring	-10.3%	7.4%	-3.2%	0.8%	-3.0%	
<b>Annualized FY 1994-95</b>	<b>2716.4</b>	<b>2011.3</b>	<b>4727.7</b>	<b>228.7</b>	<b>4956.4</b>	
Fall 1995	2737.1	1995.8	4732.9	229.0	4961.9	6010
Spring 1996	2424.7	2128.7	4553.4	234.2	4787.6	
% Change Fall to Spring	-11.4%	6.7%	-3.8%	2.3%	-3.5%	
<b>Annualized FY 1995-96</b>	<b>2580.9</b>	<b>2062.3</b>	<b>4643.2</b>	<b>231.6</b>	<b>4874.8</b>	
Fall 1996	2749.3	1988.8	4738.1	237.9	4976	5947
Spring 1997	2487.8	2040.6	4528.4	240.0	4768	
% Change Fall to Spring	-9.5%	2.6%	-4.4%	0.9%	-4.2%	
<b>Annualized FY 1996-97</b>	<b>2618.6</b>	<b>2014.7</b>	<b>4633.3</b>	<b>239.0</b>	<b>4872.0</b>	
Fall 1997	2850.9	1950.4	4801.3	233.3	5035	6022
Spring 1998	2545.2	2032.0	4577.2	214.9	4792	
% Change Fall to Spring	-10.7%	4.2%	-4.7%	-7.9%	-4.8%	
<b>Annualized FY 1997-98</b>	<b>2698.1</b>	<b>1991.2</b>	<b>4689.3</b>	<b>224.1</b>	<b>4913.5</b>	
Fall 1998	3017.4	1909.7	4927.1	194.9	5122.0	6080
Spring 1999	2757.4	2019.3	4776.7	199.3	4976	
% Change Fall to Spring	-8.6%	5.7%	-3.1%	2.3%	-2.9%	
<b>Annualized FY 1998-99</b>	<b>2887.4</b>	<b>1964.5</b>	<b>4851.9</b>	<b>197.1</b>	<b>5049.0</b>	
<b>Fall 1999</b>	<b>3064.5</b>	<b>1925.7</b>	<b>4990.2</b>	<b>190.6</b>	<b>5181.0</b>	<b>6060</b>

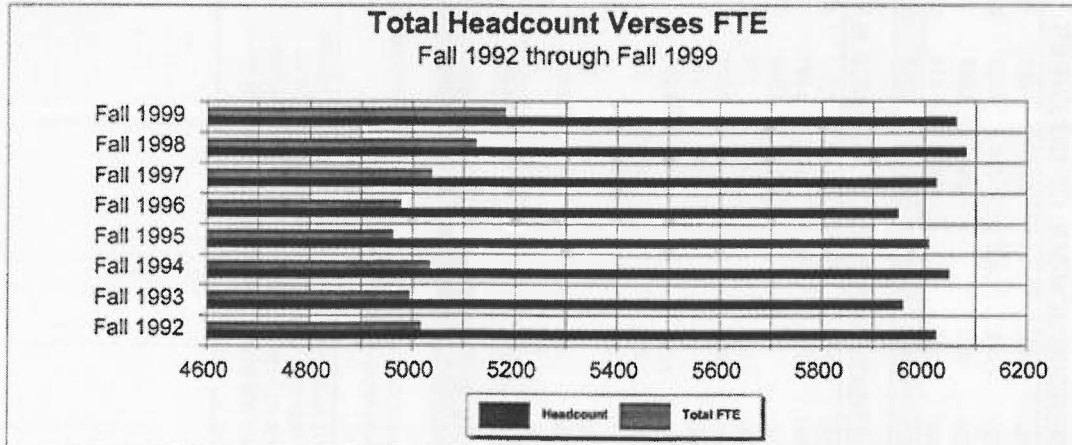
Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor, NMIS150, MISN210

Calculations prior to Fall 1995 include SCHs taken by SSU students at UMES.

o:\b9900\annfte.wp2

## Total Headcount Verses FTE

Fall 1992 through Fall 1999



**Enrollment, Student Credit Hours, and FTE**  
**Winter Terms and Summer Sessions**  
**1988 to 1999**

	Students			Student Credit Hours			FTE		
	UG	GRAD	TOTAL	UG	GRAD	TOTAL	UG	GRAD	TOTAL
<b>Winter Terms</b>									
Winter 1988	1053	46	1099	4086	152	4238	272	13	285
Winter 1989	1131	26	1157	4555	84	4639	304	7	311
Winter 1990	1165	73	1238	4544	226	4770	303	19	322
Winter 1991	1321	49	1370	5251	160	5411	350	13	363
Winter 1992	1346	71	1417	5130	196	5326	342	16	358
Winter 1993	1392	43	1435	5330	141	5471	355	12	367
Winter 1994	1370	56	1426	5198	120	5318	347	10	357
Winter 1995	1214	67	1281	4570	148	4718	305	12	317
Winter 1996	1104	62	1166	4129	158	4287	275	13	288
Winter 1997	996	67	1063	3635	195	3830	242	16	258
Winter 1998	1063	53	1116	3844	126	3970	256	11	267
<b>Winter 1999</b>	<b>956</b>	<b>46</b>	<b>1002</b>	<b>3425</b>	<b>128</b>	<b>3553</b>	<b>228</b>	<b>11</b>	<b>239</b>
<b>Summer Sessions</b>									
Summer 1988	682	260	942	2925	983	3908	195	82	277
Summer 1989	718	311	1029	3079	1302	4381	205	109	314
Summer 1990	864	363	1227	3488	1560	5048	233	130	363
Summer 1991	888	315	1203	3681	1242	4923	245	104	349
Summer 1992	859	326	1185	3557	1191	4748	237	99	336
Summer 1993	804	317	1121	3281	1211	4492	219	101	320
Summer 1994	783	289	1072	3215	1211	4426	214	86	300
Summer 1995	837	340	1177	3462	1247	4709	231	104	335
Summer 1996	776	332	1108	3272	1212	4484	218	101	319
Summer 1997	859	380	1239	3474	1588	5062	232	132	364
Summer 1998	826	377	1203	3760	1407	5167	251	117	368
<b>Summer 1999</b>	<b>820</b>	<b>293</b>	<b>1113</b>	<b>3761</b>	<b>1089</b>	<b>4850</b>	<b>250</b>	<b>91</b>	<b>341</b>

o:\FB9900\Sum-Win.wb2

UG FTE = (UG Student Credit Hours)/15 ; Grad FTE = (Grad Student Credit Hours)/12

Source: FTE Calculation Reports

**Undergraduate Grade Distributions**  
**Overall Percentages by Grade**  
**Fall 1993 to Fall 1998**

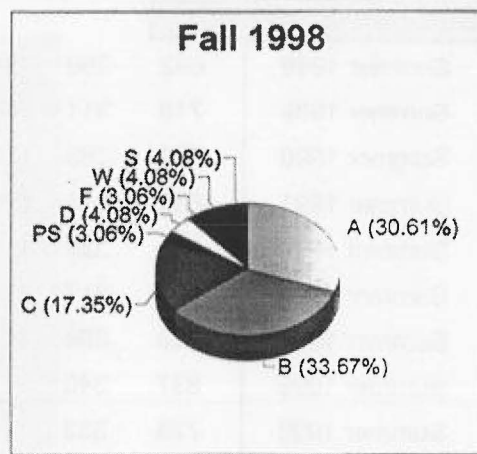
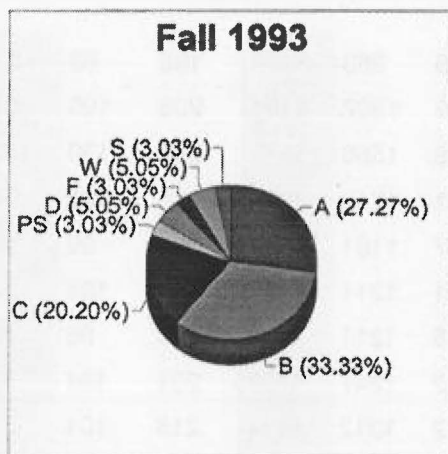
GRADE	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
A	27%	27%	30%	29%	30%	30%
B	33%	34%	33%	32%	33%	33%
C	20%	20%	18%	19%	18%	17%
PS (Pass)	3%	2%	3%	4%	3%	3%
D	5%	5%	4%	4%	4%	4%
F	3%	3%	3%	3%	3%	3%
W (Withdrawal)	5%	5%	5%	5%	4%	4%
S (Pass) *	3%	3%	3%	3%	4%	4%
** TOTAL	99%	99%	99%	99%	99%	98%

\*\*S" denotes "pass" and is given in courses which cannot be applied to undergraduate degree requirements.

\*\*Totals may not equal 100% since "incompletes," "audits," "WP/WFs," and "CS" have been omitted from the table.

Source: Grade Distribution by Discipline, Job NMIS 100 Program No. MISN 120 (Withdrawals from SSU not included)

o:\b9900\40.wb2





**Mean Average Semester Grade Point  
And Cumulative Grade Point Averages  
For Full-Time Undergraduates  
by Class and Gender**

Class and Gender	SPRING 1994		FALL 1994		SPRING 1995		FALL 1995		SPRING 1996		FALL 1996		SPRING 1997		FALL 1997		SPRING 1998		FALL 1998		SPRING 1999	
	(N=4121)		(N=4317)		(N=4178)		(N=4154)		(N=4101)		(N=4329)		(N=4070)		(N=4457)		(N=4284)		(N=4396)		(N=4478)	
	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum	Sem	Cum
<b>Freshmen</b>																						
Male	2.48	2.42	2.49	2.42	2.62	2.51	2.57	2.51	2.54	2.48	2.39	2.30	2.55	2.42	2.42	2.36	2.36	2.38	2.58	2.52	2.67	2.56
Female	2.83	2.79	2.78	2.67	2.92	2.82	2.91	2.87	2.91	2.88	2.77	2.70	2.85	2.77	2.80	2.71	2.74	2.77	2.87	2.82	2.90	2.81
Both	2.68	2.62	2.65	2.56	2.79	2.69	2.78	2.72	2.76	2.72	2.60	2.52	2.72	2.61	2.63	2.56	2.58	2.60	2.74	2.68	2.79	2.69
<b>Sophomores</b>																						
Male	2.61	2.57	2.73	2.52	2.70	2.62	2.67	2.68	2.65	2.65	2.63	2.61	2.73	2.62	2.65	2.61	2.65	2.67	2.73	2.65	2.70	2.63
Female	2.92	2.79	3.02	2.77	2.99	2.88	2.92	2.87	2.96	2.88	2.95	2.88	2.99	2.88	2.96	2.89	2.89	2.87	3.00	2.92	3.04	2.96
Both	2.78	2.69	2.89	2.66	2.87	2.77	2.82	2.76	2.83	2.79	2.81	2.76	2.88	2.77	2.83	2.77	2.79	2.78	2.88	2.80	2.89	2.81
<b>Juniors</b>																						
Male	2.78	2.72	2.53	2.69	2.69	2.68	2.75	2.70	2.76	2.71	2.77	2.75	2.86	2.76	2.92	2.80	2.82	2.81	2.91	2.85	2.89	2.80
Female	3.06	2.94	2.86	2.91	3.12	2.97	3.07	2.97	3.10	3.00	3.07	3.01	3.17	3.01	3.15	3.03	3.10	3.03	3.17	3.09	3.17	3.03
Both	2.93	2.84	2.72	2.81	2.92	2.84	2.93	2.86	2.96	2.87	2.94	2.89	3.03	2.90	3.05	2.93	2.98	2.94	3.06	2.99	3.05	2.93
<b>Seniors</b>																						
Male	2.95	2.81	2.95	2.86	2.97	2.87	2.98	2.86	3.00	2.87	3.03	2.93	3.01	2.90	2.99	2.89	2.83	2.93	3.09	2.97	3.06	2.95
Female	3.17	3.05	3.16	3.07	3.21	3.06	3.29	3.12	3.24	3.11	3.27	3.14	3.29	3.14	3.30	3.13	2.93	3.15	3.33	3.21	3.31	3.18
Both	3.06	2.94	3.06	2.98	3.10	2.97	3.15	3.00	3.13	3.01	3.16	3.05	3.17	3.04	3.16	3.03	2.89	3.06	3.22	3.11	3.21	3.09
<b>Second Bachelors*</b>																						
Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.64	3.18	3.49	3.34
Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.40	3.25	3.42	3.27
Both	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3.47	3.23	3.46	3.31
<b>TOTAL</b>																						
Male	2.73	2.65	2.67	2.62	2.76	2.69	2.75	2.68	2.77	2.70	2.71	2.65	2.82	2.71	2.74	2.66	2.68	2.71	2.81	2.73	2.83	2.74
Female	3.01	2.91	2.96	2.86	3.07	2.95	3.04	2.96	3.07	2.99	3.02	2.94	3.10	2.98	3.05	2.94	2.92	2.98	3.08	3.00	3.11	3.00
Both	2.88	2.79	2.83	2.75	2.94	2.84	2.92	2.84	2.94	2.87	2.89	2.82	2.98	2.86	2.92	2.82	2.82	2.87	2.96	2.88	2.99	2.89

Source: SPSS Longitudinal Reports, POP994P.RES and POP992P.RES

o:\fb9900\41.wb2

\*The mean GPA for Second Bachelor Students is reported beginning in Fall 1998.



# **Student Recruitment, Retention & Employment**





**Comparison of S.A.T. Scores by Percentiles\***  
**for SSU, State and National**  
**Fall 1999**

1999 Fall Semester	Salisbury State	State of Maryland***	National***
	510 V    520 M	430 V    420 M	430 V    430 M
25 th Percentile	Combined            1030	Combined            850**	Combined            860**
	560 V    560 M	510 V    510 M	500 V    510 M
50 th Percentile	Combined            1120	Combined            1020*	Combined            1010*
	600 V    600 M	590 V    590 M	580 V    590 M
75 th Percentile	Combined            1200	Combined            1180*	Combined            1170*

\* Based on number of UG FTS with SAT scores.

\*\* The combined SAT amount in the State and National columns is only a total of the average verbal and math scores shown in each category.

\*\*\* Source: Dean of Admissions

o:/FB9900\sat99.wb2

**S.A.T. Score Ranges**  
**New Freshmen**  
**Fall 1994 - Fall 1999**

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% of Total
<b>SAT-VERBAL</b>							
<b>Score Ranges</b>							
700-800	3	1	18	18	25	26	3.0%
600-699	50	48	166	179	211	194	22.4%
500-599	226	233	407	515	532	513	59.2%
400-499	213	194	79	136	143	114	13.1%
300-399	17	15	3	2	-	3	0.3%
200-299	1	-	-	1	-	-	0.0%
Others*	177	159	20	23	16	17	2.0%
<b>Total Freshmen</b>	<b>687</b>	<b>650</b>	<b>693</b>	<b>874</b>	<b>927</b>	<b>867</b>	<b>100%</b>
<b>MEAN Score</b>	<b>508</b>	<b>509</b>	<b>563</b>	<b>553</b>	<b>557</b>	<b>560</b>	
<b>SAT-MATH</b>							
<b>Score Ranges</b>							
700-800	20	19	23	19	17	21	2.4%
600-699	163	177	193	205	263	229	26.4%
500-599	279	239	381	511	498	499	57.6%
400-499	47	50	73	114	130	101	11.6%
300-399	1	6	3	2	3	-	0.0%
200-299	-	-	-	-	-	-	0.0%
Others*	177	159	20	23	16	17	2.0%
<b>Total Freshmen</b>	<b>687</b>	<b>650</b>	<b>693</b>	<b>874</b>	<b>927</b>	<b>867</b>	<b>100%</b>
<b>MEAN Score</b>	<b>576</b>	<b>576</b>	<b>569</b>	<b>559</b>	<b>564</b>	<b>564</b>	
<b>SAT-COMBINED</b>							
<b>Score Ranges</b>							
1400-1500	1	2	7	4	12	7	0.8%
1300-1399	20	8	36	47	50	44	5.1%
1200-1299	57	66	125	118	147	141	16.3%
1100-1199	126	142	261	267	302	290	33.4%
1000-1099	209	185	197	329	308	303	34.9%
900-999	85	76	31	78	84	62	7.2%
800-899	10	9	16	7	8	3	0.3%
700-799	2	3	-	1	-	-	0.0%
600-699	-	-	-	-	-	-	0.0%
500-599	-	-	-	-	-	-	0.0%
Others*	177	159	20	23	16	17	2.0%
<b>Total Freshmen</b>	<b>687</b>	<b>650</b>	<b>693</b>	<b>874</b>	<b>927</b>	<b>867</b>	<b>100%</b>
<b>MEAN Score</b>	<b>1084</b>	<b>1085</b>	<b>1132</b>	<b>1112</b>	<b>1120</b>	<b>1124</b>	

\* "Others" are freshmen without SAT scores.

o:\fb9900\43.wb2

Source: SAT Profile of Enrolled First-Time Freshmen, MINC Job N3MIS230, Program MISN350

**NOTE:**

SAT scores were recentered (renormed) in April 1995. This accounts for the sharp increase in scores from 1996 and onward. To provide comparability with previous years' scores, each and every verbal and mathematical score must be individually renormed according to a simple formula that varies according to score. Many institutions and the College Board chose to calculate recentered scores for the years prior to 1995, and thus permitting comparability with prior years' data. SSU chose not to recenter prior scores.

**Top Feeder High Schools  
To Salisbury State University  
Fall 1999**

<b>Maryland High Schools</b>	<b>County</b>	<b>No. of Full-Time Freshmen Attending</b>	<b>% of SSU Freshmen Class</b>
Parkside	Wicomico	31	3.6%
James M. Bennett	Wicomico	24	2.7%
Centennial	Howard	16	1.8%
Severna Park	Anne Arundel	16	1.8%
Wicomico	Wicomico	15	1.7%
Northern	Calvert	13	1.5%
Dulaney	Baltimore	12	1.4%
Linganore	Frederick	12	1.4%
North Caroline	Caroline	12	1.4%
Sherwood	Montgomery	12	1.4%
Westminster	Carroll	12	1.4%
Cambridge-South Dorchester	Dorchester	11	1.3%
Stephen Decatur	Worcester	11	1.3%
Gleneig	Howard	9	1.0%
Liberty	Frederick	9	1.0%
Mardela	Wicomico	8	0.9%
Middletown	Frederick	8	0.9%
Old Mill	Anne Arundel	8	0.9%
St. Mary's	Anne Arundel	8	0.9%
Urbana	Frederick	8	0.9%
<b>TOTAL</b>	<b>20 Schools</b>	<b>255</b>	<b>29.2%</b>
<b>Out of State High Schools</b>	<b>State</b>	<b>No. of Full-Time Freshmen Attending</b>	<b>% of SSU Freshmen Class</b>
Ward Melville	New York	6	0.7%
Cape Henlopen	Delaware	4	0.5%
Seaford	Delaware	4	0.5%
Commack	New York	3	0.3%
Pitmann	New Jersey	3	0.3%
Manasquan	New Jersey	3	0.3%
Middletown	New Jersey	3	0.3%
Morris Knolls	New Jersey	3	0.3%
Brick Township Mem	New Jersey	3	0.3%
Hackettstown	New Jersey	3	0.3%
Lake Forest	Delaware	2	0.2%
Indian River	Delaware	2	0.2%
<b>TOTAL</b>	<b>12 Schools</b>	<b>39</b>	<b>4.5%</b>
<b>Total First-Time Full-Time Freshmen</b>	<b>All States/Counties</b>	<b>873</b>	

Source: Admissions Office

o:\fb9900\49.wb2

# Applications / Acceptances / Enrollment

## First Time Freshmen

Fall 1994 to Fall 1999

Applicants for 1st Time Freshmen Admission	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1994-1999
<b>Within County</b>							
Applied	202	144	163	173	193	199	-1.5%
Accepted	133	85	91	121	139	135	1.5%
Enrolled	85	65	61	85	89	88	3.5%
<b>Outside County, In-State</b>							
Applied	2224	2063	2288	2528	2593	2876	29.3%
Accepted	1115	1035	1172	1488	1527	1605	43.9%
Enrolled	402	397	450	543	601	586	45.8%
<b>Outside State</b>							
Applied	1966	1627	1635	1614	1662	1400	-28.8%
Accepted	827	687	683	936	991	818	-1.1%
Enrolled	195	185	178	243	233	189	-3.1%
<b>International</b>							
Applied	15	6	12	19	15	26	73.3%
Accepted	12	4	6	11	8	14	16.7%
Enrolled	5	3	4	4	5	7	40.0%
<b>GRAND TOTAL</b>							
Applied	4407	3840	4098	4334	4463	4501	2.1%
Accepted	2087	1811	1952	2556	2665	2572	23.2%
Enrolled	687	650	693	875	928	870	26.6%
% Applicants Accepted	47%	47%	48%	59%	60%	57%	20.7%
% Accepted Enrolled	33%	36%	36%	34%	35%	34%	2.8%
% Applicants Enrolled	16%	17%	17%	20%	21%	19%	24.0%

Source: Applications, Acceptances and Enrollments - Degree Seeking, MINC Job NMIS330

o:\fb9900\44sm45sm.wb2

Note: Computer report omits 1 enrolled student from the Fall 1999 total.

# Applications / Acceptances / Enrollment

## Transfer Students

Fall 1994 to Fall 1999

Applicants for Transfer From Other Institutions	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1994-1999
<b>Within County</b>							
Applied	105	75	108	125	116	115	9.5%
Accepted	79	60	95	110	100	100	26.6%
Enrolled	65	49	91	102	91	90	38.5%
<b>Outside County, In-State</b>							
Applied	650	529	580	607	679	708	8.9%
Accepted	491	413	484	476	548	526	7.1%
Enrolled	331	327	367	368	422	379	14.5%
<b>Outside State</b>							
Applied	435	307	284	261	289	235	-46.0%
Accepted	320	231	227	201	198	163	-49.1%
Enrolled	191	141	145	116	110	103	-46.1%
<b>International</b>							
Applied	15	4	11	22	9	6	-60.0%
Accepted	10	3	9	10	5	2	-80.0%
Enrolled	7	3	9	9	3	2	0.0%
<b>GRAND TOTAL</b>							
Applied	1205	915	983	1015	1093	1064	-11.7%
Accepted	900	707	815	797	851	791	-12.1%
Enrolled	594	520	612	595	626	574	-3.4%
% Applicants Accepted	75%	77%	83%	79%	78%	74%	-0.5%
% Accepted Enrolled	66%	74%	75%	75%	74%	73%	9.9%
% Applicants Enrolled	49%	57%	62%	59%	57%	54%	9.4%

Source: Applications, Acceptances and Enrollments - Degree Seeking, MINC Job NMIS330

o:\fb9900\44sm45sm.wb2



**Student Transfers**  
**Full-Time and Part-Time Undergraduates**  
**By Maryland Institution Previously Attended\***  
**Fall 1995 to Fall 1999**

Maryland Institution	1995		1996		1997		1998		1999	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Allegany Community College	2	-	-	-	5	-	2	-	1	-
* Anne Arundel Community College	50	-	44	5	49	3	48	1	27	-
Baltimore City Community College	-	-	-	-	2	-	3	-	-	-
Bowie State University	-	-	-	1	-	-	1	-	1	-
Columbia Union College	-	-	1	-	-	-	-	-	-	-
Community College of Baltimore	-	-	2	-	-	-	-	-	-	-
New Baltimore Community College	-	-	-	-	-	-	-	-	-	-
Carroll Community College	11	-	5	-	-	-	12	1	13	-
Catonsville Community College	8	2	8	-	8	-	8	-	7	-
Cecil Community College	13	-	8	-	6	1	15	-	7	1
* Charles County Community College	27	3	23	1	29	-	39	1	38	1
* Chesapeake College	27	6	30	7	27	4	33	8	35	7
College of Notre Dame	1	-	2	-	1	1	-	-	-	-
Coppin State College	-	-	-	-	1	-	1	-	-	-
Dundalk Community College	2	-	1	1	2	-	-	-	4	-
Essex Community College	11	-	14	-	13	1	14	-	15	-
Frederick Community College	10	-	17	3	8	1	12	1	13	-
Frostburg State University	8	-	11	1	8	1	11	2	12	-
Garrett Community College	2	-	2	-	-	-	3	-	1	-
Goucher College	-	-	-	-	-	-	-	-	-	-
Hagerstown Junior College	7	-	8	-	6	-	10	-	12	-
* Harford Community College	24	1	15	-	13	-	17	1	25	1
Hood College	1	-	-	-	-	-	-	-	-	-
Howard Community College	7	-	7	-	8	2	18	2	15	-
Loyola College	-	-	-	-	1	-	1	-	-	-
Maryland Institute	-	-	1	-	1	-	1	-	1	-
Montgomery College, Takoma	-	-	-	-	1	-	-	-	-	-
Montgomery College, Rockville	-	-	2	-	5	-	14	-	7	-
Montgomery College, Germantown	7	1	17	1	9	-	8	-	9	-
Morgan State University	-	-	-	-	-	-	-	-	3	-
Mount Saint Mary's College	-	-	2	-	-	-	1	-	1	-
Prince George's Community College	13	-	12	-	12	-	11	-	6	1
Salisbury State University	-	-	-	-	-	-	-	-	6	-
St. John's College	-	-	-	-	1	-	-	-	-	-
St. Mary's College of MD	-	-	3	-	-	1	-	-	1	-
Towson State University	9	-	8	1	5	1	11	1	11	2
Univ. of Maryland, Baltimore	-	-	1	-	-	-	1	-	-	-
Univ. of Maryland, Baltimore County	3	1	7	2	6	-	3	1	1	-
Univ. of Maryland, College Park	9	-	5	-	12	1	6	2	4	-
Univ. of Maryland, Eastern Shore	12	9	12	3	17	9	15	3	18	4
Univ. of Maryland, Univ. College	1	-	-	-	-	-	-	2	1	-
U.S. Naval Academy	-	-	-	-	-	-	-	1	-	-
Villa Julie College	-	-	2	-	1	1	4	-	5	-
Yorktown Business Institute	-	-	-	-	-	-	-	-	-	-
Washington College	2	-	1	-	2	-	3	-	4	1
Western Maryland College	2	-	1	-	1	-	3	-	2	-
* Wor-Wic Community College	32	11	41	22	66	17	64	16	54	13
<b>Subtotal</b>	<b>301</b>	<b>34</b>	<b>313</b>	<b>48</b>	<b>326</b>	<b>44</b>	<b>393</b>	<b>43</b>	<b>360</b>	<b>31</b>
Out-of-State Colleges	169	13	199	26	182	23	149	18	159	23
Unknown	1	0	10	6	10	27	4	31	7	36
<b>Total Transfers</b>	<b>471</b>	<b>47</b>	<b>522</b>	<b>80</b>	<b>518</b>	<b>94</b>	<b>546</b>	<b>92</b>	<b>526</b>	<b>90</b>

Source: MINC Credit Hours Transferred by Transfer College, Job No. NMIS360 Program No. MISN410

o:\fb9900\46.wb2

\* One of the top five feeder institutions of SSU's transfer students.

**Transfer Patterns to Salisbury State University  
by Sending Institutions  
Full Time Students Only  
Fall 1994 - Fall 1999**

Entering Transfers From:	Fall 1994		Fall 1995		Fall 1996		Fall 1997		Fall 1998		Fall 1999	
	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total	No.	% of Total
Md. Eastern Shore Community Colleges (N=2)	101	17%	72	15%	79	15%	99	19%	94	17%	89	17%
Md. Eastern Shore Four-Year Colleges & Institutions (N=1)	14	2%	14	3%	12	2%	12	2%	15	3%	24	5%
Md. Western Shore Community Colleges (N=18)	194	33%	173	37%	179	34%	165	31%	240	43%	201	38%
Md. Four-Year Colleges & Universities, Public & Independent (N=30)	39	7%	41	9%	45	9%	59	11%	50	9%	46	9%
Out-of-state Community Colleges & Four-Year Institutions	237	40%	169	36%	201	38%	182	35%	152	27%	159	30%
Unknown/Other	1	0%	1	0%	10	2%	10	2%	6	1%	7	1%
<b>GRAND TOTAL</b>	<b>586</b>	<b>100%</b>	<b>470</b>	<b>100%</b>	<b>526</b>	<b>100%</b>	<b>527</b>	<b>100%</b>	<b>557</b>	<b>100%</b>	<b>526</b>	<b>100%</b>

Source: MINC Credit Hours Transferred by Transfer College, Job No. NMIS360 Program No. MISN410  
O:\Fb 99-00 Folder\tr-trend

**Retention & Graduation Rates for Transfer Students  
Entering Juniors  
Fall 1993 through Fall 1998 Classes**

Year	Headcount	% Enrolled After:			% Graduated After:			
		1st Year	2nd Year	3rd Year	2nd Year	3rd Year	4th Year	5th Year
1993	131	90.8%	37.4%	13.0%	45.8%	71.0%	79.4%	80.9%
1994	147	82.3%	38.8%	8.2%	40.1%	71.4%	74.1%	76.2%
1995	159	83.0%	33.3%	10.7%	49.7%	71.1%	78.0%	--
1996	137	84.0%	29.2%	7.3%	38.0%	60.6%	--	--
1997	161	79.5%	28.0%	--	45.3%	--	--	--
1998	141	84.4%	--	--	--	--	--	--

Source: SPSS Longitudinal Research Files  
o:\Fb 99-00 folder\jrreten.wb2

## Undergraduate Financial Aid Awards Summary Fiscal Year 1995-96 to 1998-99

Type	Number of Recipients			
	FY 1995-96	FY 1996-97	FY 1997-98	FY 1998-99
<b>GRANTS</b>				
Federal Pell Grants	810	887	933	893
Federal Supplemental Educational Opportunities Grants	283	167	231	185
Vocational Rehabilitation Grants	31	39	41	31
Grants from Private Sources	45	30	28	32
Institutional Grants*****	-	51	33	70
<b>LOANS</b>				
Federal Perkins Loans	213	159	195	143
Federal Stafford Loans	2279	2422	2618	2655
Federal PLUS Loans**	658	719	857	952
From Private Sources	-	4	14	22
<b>SCHOLARSHIPS</b>				
General State	544	660	665	745
House of Delegates	119	144	171	196
Senatorial	302	296	287	261
State Distinguished	60	49	50	51
All Other From Commission****	8	26	29	24
Other Race/Desegregation	87	35	21	7
Federal Scholarships	14	20	12	4
Institutional High Ability	93	109	120	138
Other Institutional Scholarships	1	7	9	13
Private High Ability	224	207	211	248
Other Private Scholarships	335	320	350	394
Tuition waivers for emp./dependents	169	205	210	245
Tuition waivers for senior cit./disabled	22	18	32	33
Tuition waivers for students	223	246	246	291
<b>STUDENT EMPLOYMENT</b>				
Federal College Work/Study	53	44	69	90
<b>Total Unduplicated Number of Recipients for ALL Types of Aid</b>	<b>3266</b>	<b>2103*</b>	<b>3655</b>	<b>3850</b>

\*University System of MD's new format concerning the calculation of unduplicated number of recipients makes total lower than previous years.

\*\*PLUS is a program whereby parents take out loans on behalf of the education of their children.

\*\*\*SLS is Supplemental Loans to Students

\*\*\*\*Commission indicates Maryland Higher Education Commission through the State Scholarship Board.

\*\*\*\*\*Improved computer programming has permitted more concise identification and allocation of grant sources beginning in FY 1996-97

Source: HEGIS reports on financial aid awards, Form S-5

o:\FB9899\47-48.wb2

# **Graduate Financial Aid Awards Summary** **Fiscal Year 1995-96 to 1998-99**

Type	Number of Recipients			
	FY 1995-96	FY 1996-97	FY 1997-98	FY 1998-99
<b>GRANTS/SCHOLARSHIPS/FELLOWSHIPS</b>				
Federal Sources	10	10	12	7
Other Race/Desegregation Grants	6	2	5	4
State Scholarships from Commission	12	9	9	6
Tuition Waivers for Students	1	7	9	7
Tuition Waivers for emp./dependents	52	52	51	70
Tuition Waivers for Senior Cit./Disabled	1	-	2	2
Private Sources	5	4	4	4
<b>LOANS</b>				
Federal Stafford Loans**	112	85	77	59
Federal PLUS Loans***	-	-	-	-
Federal SLS & all other Federal****	-	-	-	-
Private Sources	-	-	-	-
<b>STUDENT EMPLOYMENT</b>				
Student Assistantships	35	33	39	36
Tuition Waivers to Graduate Assistants	44	41	43	34
Total Unduplicated Number of Recipients for ALL Types of Aid	182	118*	170	174

\*University System of MD's new format concerning the calculation of unduplicated number of recipients makes total amount lower than previous years.  
 \*\*Guaranteed student loans.  
 \*\*\*PLUS is a program whereby parents take out loans on behalf of the education of their children.  
 \*\*\*\*SLS is Supplemental Loans to Students  
 SOURCE: HEGIS reports on financial aid awards, Form S-5      o:\FB9899\47-48.wb2



# Retention and Graduation Rates For Freshmen Classes, 1988-1998 At Salisbury State University

## Retention Rates

The following retention rates are calculated from the number of first-time, full-time freshmen starting at SSU each fall and returning to SSU each subsequent fall semester. In order to track a freshmen class of a particular year, read down the column.

Fall Class of Freshmen	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998	5 Year Average
	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr	% Enr
<b>Initial Enrollment Numbers</b>												
Whites	779	704	602	659	569	654	609	591	609	802	766	
African-Am	66	60	43	37	48	55	53	34	61	43	37	
All	855	773	659	711	634	726	678	642	685	868	915	
<b>Enrollment 1 Year Later</b>												
	Fall 89	Fall 90	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	
Whites	77.7%	84.4%	78.6%	80.1%	83.8%	80.4%	80.5%	83.9%	86.4%	83.3%	82.4%	83.3%
African-Am	66.7%	75.0%	86.0%	67.6%	72.9%	58.2%	71.7%	79.4%	70.5%	62.8%	67.6%	70.4%
All	76.7%	83.6%	78.3%	79.5%	82.6%	78.7%	79.5%	83.5%	84.7%	82.0%	80.9%	82.1%
<b>Enrollment 2 Years Later</b>												
	Fall 90	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	
Whites	67.8%	71.0%	67.6%	69.0%	72.8%	68.2%	70.0%	76.1%	76.5%	74.1%		73.0%
African-Am	51.5%	60.0%	72.1%	54.1%	62.5%	56.4%	66.0%	73.5%	62.3%	55.8%		62.8%
All	66.4%	70.1%	67.4%	68.5%	71.3%	67.2%	69.2%	75.7%	75.0%	72.5%		71.9%
<b>Enrollment 3 Years Later*</b>												
	Fall 91	Fall 92	Fall 93	Fall 94	Fall 95	Fall 96	Fall 97	Fall 98	Fall 99	Fall 00	Fall 01	
Whites	65.1%	67.3%	62.6%	65.3%	67.3%	64.5%	67.3%	71.6%	69.1%			68.0%
African-Am	48.5%	56.7%	60.5%	54.1%	60.4%	51.0%	60.4%	64.7%	55.7%			58.4%
All	63.7%	66.4%	62.1%	64.8%	66.1%	63.4%	66.2%	70.7%	67.7%			66.8%

\*Fall enrollment figures are after "add/drop" and include students who may graduate during that term.

## Graduation Rates

The following graduation rates are calculated from the number of first-time, full-time freshmen starting at SSU each fall and remaining to graduate from SSU. In order to track a freshmen class of a particular year, read down the column.

Fall Class of Freshmen	Fall 1988	Fall 1989	Fall 1990	Fall 1991	Fall 1992	Fall 1993	Fall 1994	Fall 1995	Fall 1996	Fall 1997	3-Year Average	5-Year Average
<b>Initial Enrollment Numbers</b>												
Whites	779	704	602	659	569	654	609	591	609	802		
African-Am	66	60	43	37	48	55	53	34	61	43		
All	855	773	659	711	634	726	678	642	685	868		
	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad	% Grad
<b>4 Year Graduation Rate**</b>												
	Spring 92	Spring 93	Spring 94	Spring 95	Spring 96	Spring 97	Spring 98	Spring 99	Spring 00	Spring 01		
Whites	34.3%	39.5%	41.7%	41.6%	43.4%	42.5%	40.2%	51.6%			44.8%	43.9%
African-Am	9.1%	26.7%	23.3%	13.5%	22.9%	25.5%	26.4%	29.4%			27.1%	23.5%
All	32.3%	38.4%	40.2%	40.2%	41.6%	40.8%	38.8%	50.2%			43.3%	42.3%
<b>5 Year Graduation Rate</b>												
	Spring 93	Spring 94	Spring 95	Spring 96	Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02		
Whites	52.9%	57.1%	54.7%	55.9%	59.8%	57.2%	53.7%				56.9%	56.3%
African-Am	25.8%	43.3%	46.5%	32.4%	39.6%	40.0%	39.6%				39.7%	39.6%
All	50.9%	56.0%	53.6%	54.7%	57.6%	55.8%	52.1%				55.2%	54.8%
<b>6 Year Graduation Rate</b>												
	Spring 94	Spring 95	Spring 96	Spring 97	Spring 98	Spring 99	Spring 00	Spring 01	Spring 02	Spring 03		
Whites	55.8%	60.5%	58.2%	57.6%	61.2%	58.9%					59.2%	59.3%
African-Am	30.3%	45.0%	53.5%	37.8%	43.8%	45.5%					42.4%	45.1%
All	53.9%	59.2%	57.2%	56.8%	59.2%	57.9%					58.0%	58.1%

\*\*Graduation figures are "Post-grades" and are cumulative.

## Six-Year Graduation Rates Of SSU First-Time Full-Time Freshmen *From SSU and From Other USM Institutions*

The table below shows two different sets of graduation rates; (1) Students who stayed at SSU and graduated, and  
(2) Students who transferred out to another USM institution and subsequently graduated from that institution.

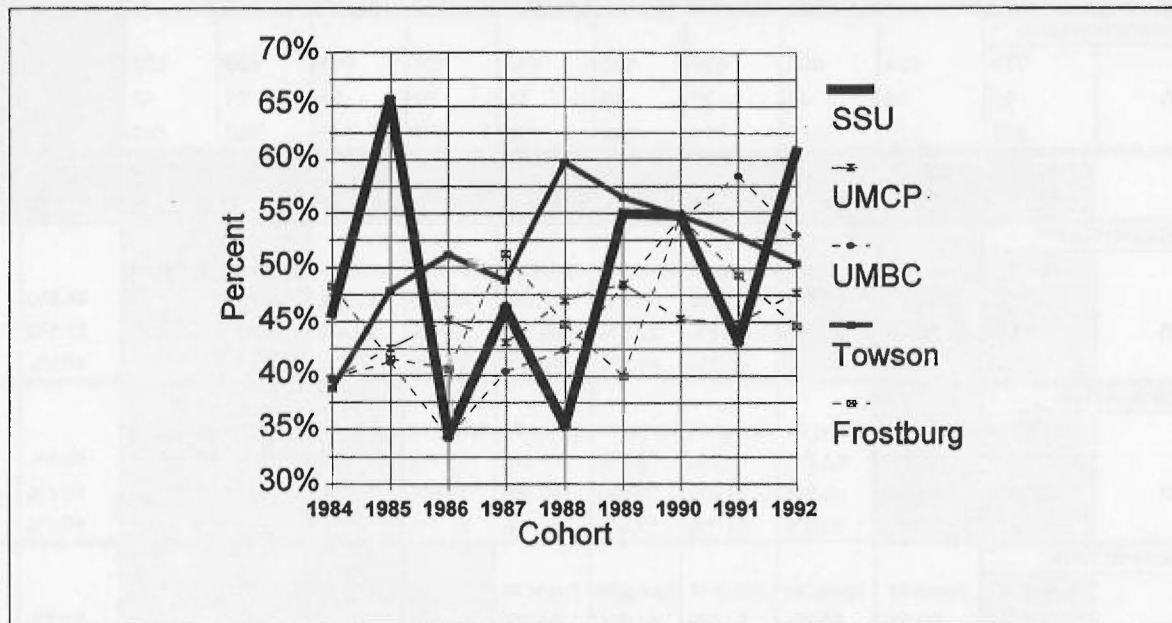
Entering Freshman Class	Initial Class Size			% Graduated Six Years After First Enrollment					
	All Races	African Amer.	White	(1) From SSU			(2) From Any USM Institution		
				All	African Amer.	White	All	African Amer.	White
1980	622	60	546	39.4%	33.3%	40.5%	47.7%	33.3%	49.8%
1981	620	41	564	42.6%	41.5%	42.2%	48.4%	41.5%	48.4%
1982	659	42	607	42.9%	42.9%	43.2%	48.0%	42.9%	48.4%
1983	721	47	664	43.0%	36.2%	43.4%	47.7%	38.3%	48.3%
1984	811	48	740	48.3%	43.8%	49.2%	55.2%	45.8%	56.2%
1985	711	32	660	49.1%	65.6%	48.6%	57.2%	65.6%	57.0%
1986	683	26	633	48.0%	31.0%	NA	54.6%	34.4%	55.9%
1987	803	54	738	59.7%	44.4%	NA	64.9%	46.3%	62.2%
1988	854	65	779	57.4%	32.3%	NA	63.6%	35.4%	65.8%
1989	773	60	704	59.2%	45.0%	60.5%	69.2%	55.0%	69.4%
1990	659	43	602	57.2%	53.5%	58.2%	64.8%	54.8%	66.5%
1991	711	37	659 *	56.8%	37.8%	57.6%	65.2%	43.2%	66.3%
1992	634	46	569 *	59.2%	43.8%	61.2%	68.6%	60.8%	69.8%

O:\Fb 99-00 Folder\6yrgrad.wb

Source for 1980-1991 MHEC Retention and Graduation Rates (June, 1999) and Longitudinal Research Files.

## Comparison of African-American, 6-Year Graduation Rates Among Selected USM Institutions

*First-Time, Full-Time, African-American Freshmen  
Graduation from any USM Institution by Institution of First Enrollment\**

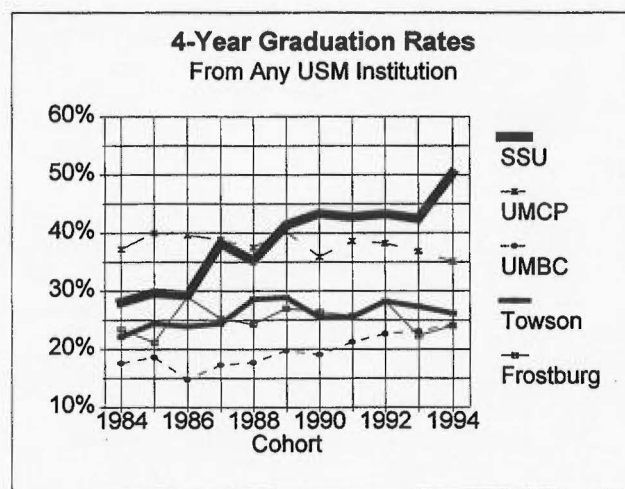
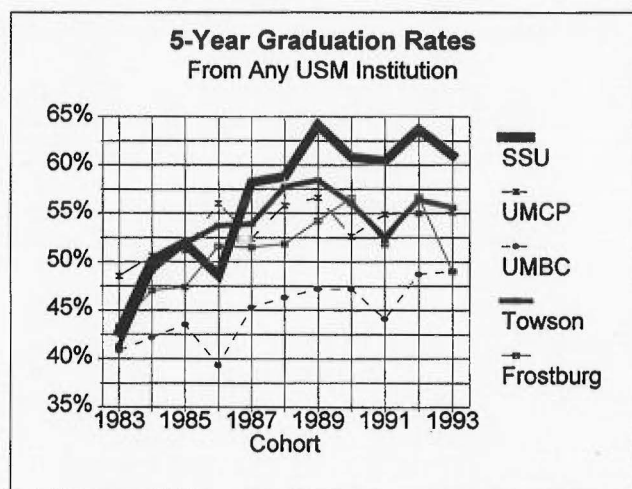
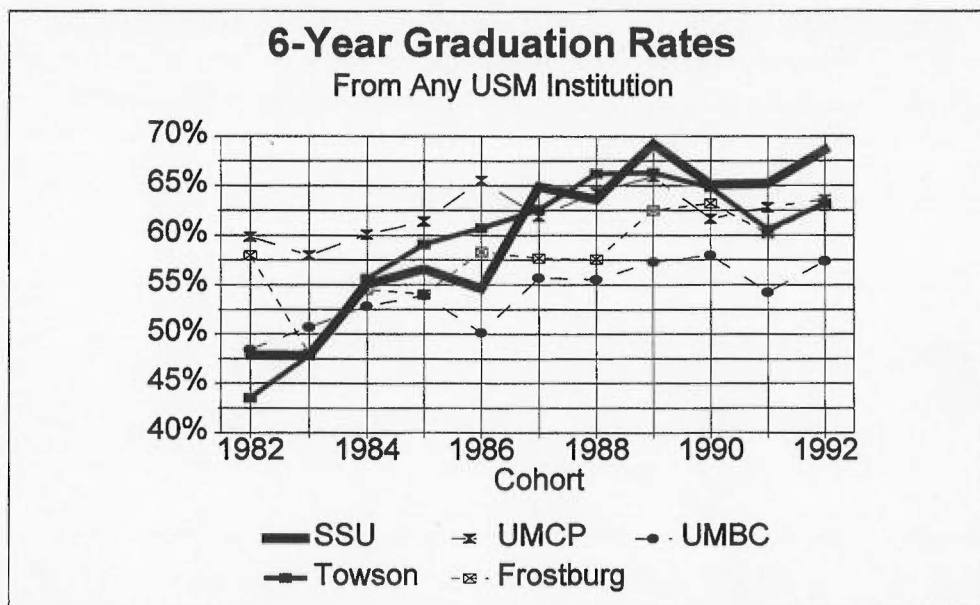


\*Covers degree recipients from institution of first enrollment plus those who transferred out to another UMS institution.

Source for 1980-1991 MHEC Retention and Graduation Rates (June, 1999) and Longitudinal Research Files.

O:\Fb 99-00 Folder\6yrGradRetChart.wb3

**Comparison of Graduation Rates  
Among Selected USM Institutions**  
*First-Time, Full-time Degree-seeking Freshmen*  
*Graduation from any USM Institution by Institution of First Enrollment\**



\*Covers degree recipients from institution of first enrollment plus those who transferred out to another USM institution.

Source: MHEC Retention and Graduation Rates (June, 1999).

**Comparison of Average Graduation Rates  
Among Selected USM Institutions**  
**First-time, Full-time, Degree-seeking Freshmen**  
**Average of 1990, 1991, 1992**

Institution of First Enrollment	Average 4-Year Rate	Average 5-Year Rate	Average 6-Year Rate
Salisbury	44.8%	63.3%	67.5%
UMCP	30.5%	58.8%	66.3%
UMBC	22.1%	49.0%	57.4%
Towson	27.8%	57.1%	64.8%
Frostburg	29.0%	57.4%	64.0%

Comparison of the two series  
 Annual Budget 1984-1985  
 Annual Budget 1985-1986  
 Annual Budget 1986-1987



Comparison of the two series  
 Annual Budget 1984-1985  
 Annual Budget 1985-1986  
 Annual Budget 1986-1987

Comparison of the two series  
 Annual Budget 1984-1985  
 Annual Budget 1985-1986  
 Annual Budget 1986-1987

Year	Males	Females
1980	65	60
1981	68	62
1982	70	65
1983	72	68
1984	75	70



# Faculty & Other Personnel



**Faculty Tenure Status\***  
**By Rank, Department and School**  
**1999-2000**

	Number of Faculty with Tenure				Number of Untenured Faculty					
School & Department	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Prof.	Assoc. Prof.	Asst. Prof.	Instr.	Total	% Tenured
Fulton School of Liberal Arts										
Art	-	2	2	-	-	1	-	-	5	80%
Communication Arts	2	4	1	1	-	-	4	-	12	67%
English	11	3	1	-	-	-	-	-	15	100%
History	5	3	2	-	-	-	3	-	13	77%
Modern Language	2	1	-	-	-	-	1	-	4	75%
Music	1	2	-	-	-	-	3	-	6	50%
Philosophy	2	1	1	-	-	-	-	-	4	100%
Political Science	2	1	-	-	-	-	2	-	5	60%
Psychology	6	2	1	-	-	-	2	-	11	82%
Sociology	-	2	1	-	-	-	2	-	5	60%
Subtotal	31	21	9	1	-	1	17	-	80	78%
School of Education & Professional Studies										
Education	4	8	1	-	-	-	8	1	22	59%
Physical Education	1	3	3	-	-	-	2	1	10	70%
Social Work	-	2	-	-	-	1	-	1	4	50%
Subtotal	5	13	4	-	-	1	10	3	36	61%
Perdue School of Business										
Accounting & Legal Studies	4	1	1	-	-	-	1	-	7	86%
Economics & Finance	2	1	-	-	-	-	5	-	8	38%
Marketing & Management	3	6	-	-	-	-	1	-	10	90%
Info Systems Mngmt	1	1	1	-	-	-	2	-	5	60%
Subtotal	10	9	2	-	-	-	9	-	30	70%
Henson School of Science & Technology										
Biology	4	6	-	-	-	-	8	-	18	56%
Chemistry	4	1	-	-	-	-	2	-	7	71%
Geography	3	2	-	-	-	-	2	-	7	71%
Math/Computer Science	5	5	2	-	-	-	1	-	13	92%
Med Tech/Resp Therapy	-	2	3	-	-	-	1	-	6	83%
Nursing	1	5	5	-	1	-	-	2	14	79%
Physics	3	-	-	-	-	-	1	-	4	75%
Subtotal	20	21	10	-	1	-	15	2	69	74%
Total	66	64	25	1	1	2	51	5	215	73%

\*Excludes the 46 full-time contractual faculty. If included, the "% tenured" for all full-time faculty would be 60% (156 out of 261).

o:\FB9900\53.wb2

# **Full-Time\* Faculty by Gender, Race, School and Department** **Fall 1999**

School & Department	African-American			American Indian			Asian American			Hispanic			White			Total		
	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Subtotal	Male	Female	Total
<b>Liberal Arts</b>																		
Art	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5	3	2	5
Communication Arts	1	-	1	-	-	-	-	-	-	1	-	1	9	4	13	11	4	15
English	1	-	1	-	-	-	-	-	-	-	-	-	11	6	17	12	6	18
History	-	1	1	-	-	-	-	-	-	-	-	-	15	4	19	15	5	20
Modern Language	-	-	-	-	-	-	-	-	-	-	-	-	3	2	5	3	2	5
Music	-	-	-	-	-	-	-	-	-	-	-	-	4	2	6	4	2	6
Philosophy	-	-	-	-	-	-	-	-	-	-	-	-	3	1	4	3	1	4
Political Science	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
Psychology	-	1	1	-	-	-	-	-	-	-	-	-	7	5	12	7	6	13
Sociology	-	-	-	-	-	-	-	-	-	-	-	-	4	1	5	4	1	5
<b>Subtotal</b>	<b>2</b>	<b>2</b>	<b>4</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>63</b>	<b>28</b>	<b>91</b>	<b>66</b>	<b>30</b>	<b>96</b>
<b>Education &amp; Professional Studies</b>																		
Education	1	1	2	-	-	-	-	-	-	-	-	-	9	13	22	10	14	24
Physical Education	1	-	1	-	-	-	-	-	-	-	-	-	5	4	9	6	4	10
Social Work	-	-	-	-	-	-	-	-	-	-	-	-	3	3	6	3	3	6
<b>Subtotal</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>17</b>	<b>20</b>	<b>37</b>	<b>19</b>	<b>21</b>	<b>40</b>
<b>Business</b>																		
Accounting & Legal Studies	-	-	-	-	-	-	-	-	-	-	-	-	6	1	7	6	1	7
Economics & Finance	-	-	-	-	-	-	2	-	2	-	-	-	5	1	6	7	1	8
Marketing & Management	-	-	-	-	-	-	1	-	1	-	-	-	10	2	12	11	2	13
Info Systems Mngmt	-	-	-	-	-	-	3	1	4	-	-	-	1	1	2	4	2	6
<b>Subtotal</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>6</b>	<b>1</b>	<b>7</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>22</b>	<b>5</b>	<b>27</b>	<b>28</b>	<b>6</b>	<b>34</b>
<b>Science &amp; Technology</b>																		
Biology	1	-	1	-	-	-	-	-	-	-	-	-	13	9	22	14	9	23
Chemistry	-	-	-	-	-	-	-	-	-	-	-	-	7	3	10	7	3	10
Geography	-	-	-	-	-	-	-	1	1	-	-	-	7	-	7	7	1	8
Math/Computer Science	-	-	-	-	-	-	-	-	-	-	-	-	14	5	19	14	5	19
Med Tech/Resp Therapy	-	-	-	-	-	-	-	-	-	-	-	-	3	5	8	3	5	8
Nursing	-	-	-	-	-	-	-	-	-	-	-	-	1	16	17	1	16	17
Physics	-	-	-	-	-	-	1	-	1	-	-	-	4	1	5	5	1	6
<b>Subtotal</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>49</b>	<b>39</b>	<b>88</b>	<b>51</b>	<b>40</b>	<b>91</b>
<b>TOTAL</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>7</b>	<b>2</b>	<b>9</b>	<b>1</b>	<b>-</b>	<b>1</b>	<b>151</b>	<b>92</b>	<b>243</b>	<b>164</b>	<b>97</b>	<b>261</b>

\*Includes 46 full-time contractals

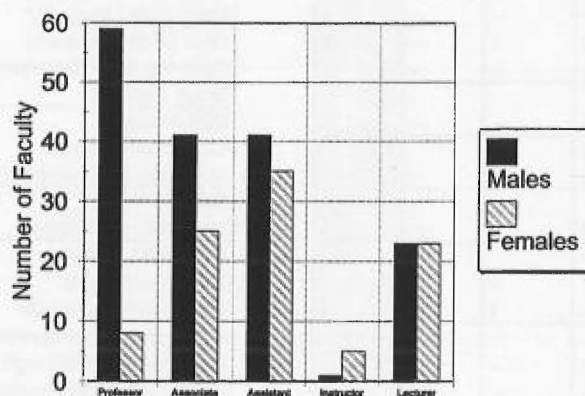
o:\FB9900\67f.wb2



**Full-Time Faculty  
By Rank, Gender & School  
Fall 1999**

School & Gender	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer (Contractual)	Total	Percentage
<b>Liberal Arts</b>							
Male	27	14	17	1	8	67	25.7%
Female	4	8	9	-	8	29	11.1%
<b>Subtotal</b>	<b>31</b>	<b>22</b>	<b>26</b>	<b>1</b>	<b>16</b>	<b>96</b>	<b>36.8%</b>
<b>Education &amp; Professional Studies</b>							
Male	4	6	7	-	2	19	7.3%
Female	1	8	7	3	2	21	8.0%
<b>Subtotal</b>	<b>5</b>	<b>14</b>	<b>14</b>	<b>3</b>	<b>4</b>	<b>40</b>	<b>15.3%</b>
<b>Business</b>							
Male	10	8	7	-	3	28	10.7%
Female	-	1	4	-	1	6	2.3%
<b>Subtotal</b>	<b>10</b>	<b>9</b>	<b>11</b>	<b>-</b>	<b>4</b>	<b>34</b>	<b>13.0%</b>
<b>Science &amp; Technology</b>							
Male	18	13	10	-	10	51	19.5%
Female	3	8	15	2	12	40	15.3%
<b>Subtotal</b>	<b>21</b>	<b>21</b>	<b>25</b>	<b>2</b>	<b>22</b>	<b>91</b>	<b>34.9%</b>
<b>GRAND TOTAL</b>							
<b>MALE</b>	<b>59</b>	<b>41</b>	<b>41</b>	<b>1</b>	<b>23</b>	<b>165</b>	<b>63.2%</b>
<b>FEMALE</b>	<b>8</b>	<b>25</b>	<b>35</b>	<b>5</b>	<b>23</b>	<b>96</b>	<b>36.8%</b>
<b>TOTAL</b>	<b>67</b>	<b>66</b>	<b>76</b>	<b>6</b>	<b>46</b>	<b>261</b>	<b>100.0%</b>

**Gender of Full-Time Faculty by Rank**



**Average Years of Service and Age  
Of Core Faculty by Rank\***  
(Up to and including Fall 1999 semester)

Rank	Number*	Age	Average Years of Service at SSU
Professor	67	53	19.5
Associate Professor	66	49	13.9
Assistant Professor	76	44	8.2
Instructor	6	44	10.7
<b>OVERALL AVERAGE</b>	<b>215</b>	<b>49</b>	<b>13.5</b>

\*Excluding FT Contractual (N=46)

o:\FB9900\54.wb2

**Highest Degree Awarded to Tenured/Tenure-Track Faculty  
By State & Institution  
Academic Year 1999-2000**

Institution Granting Degree	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
ALABAMA				
Auburn University	1	—	—	1
U of Alabama	2	—	—	2
ARKANSAS				
University of Arkansas	1	—	—	1
ARIZONA				
Arizona State U.	1	—	—	1
University of Arizona	3	—	—	3
CALIFORNIA				
California Institute of the Arts	—	1	—	1
U. of S. Calif.	1	—	—	1
UCLA	1	—	—	1
U. of California	1	—	—	1
University of California, Irvine	1	—	—	1
U.S. Int'l University	1	—	—	1
COLORADO				
University of Denver	1	—	—	1
University of Colorado	2	—	—	2
CONNECTICUT				
University of Connecticut	2	—	—	2
Yale University	1	—	—	1
DELAWARE				
University of Delaware	7	1	—	8
DISTRICT OF COLUMBIA				
Catholic University of America	3	1	—	4
George Washington University	2	—	—	2
Georgetown University	2	—	—	2
FLORIDA				
Florida State University	2	—	—	2
University of Florida	1	—	—	1
GEORGIA				
Emory University	2	1	—	3
Georgia State U.	1	—	—	1
University of Georgia	3	—	—	3
ILLINOIS				
Northwestern University	1	—	—	1
Southern Illinois University	2	1	—	3
University of Illinois	1	—	—	1
INDIANA				
Indiana University	5	—	—	5
IOWA				
University of Iowa	3	—	—	3
KANSAS				
University of Kansas	4	—	—	4
KENTUCKY				
U. of Kentucky	1	—	—	1
Murray State University	—	1	—	1
LOUISIANA				
Louisiana University	1	—	—	1
Louisiana State U.	1	—	—	1
Louisiana Tech. U.	1	—	—	1
Northwestern State U.	1	—	—	1
MARYLAND				
Johns Hopkins U.	2	1	—	3
Salisbury State University	—	4	—	4
University of MD	7	6	—	13
University of MD at Baltimore	2	2	—	4
University of MD, College Park	17	—	—	17
University of MD, Eastern Shore	1	—	—	1
MASSACHUSETTS				
Boston College	1	—	—	1
Boston University	1	—	—	1
Northwestern U. (Boston)	1	—	—	1
U. of Massachusetts	3	—	—	3
Tufts University	1	—	—	1

Institution Granting Degree	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>MICHIGAN</b>				
East Michigan U.	—	1	—	1
Michigan State U.	2	1	—	3
University of Michigan	1	—	—	1
<b>MINNESOTA</b>				
University of Minnesota	1	—	—	1
<b>MISSISSIPPI</b>				
University of Mississippi	1	—	—	1
Mississippi State U.	1	—	—	1
University of Southern MS	1	—	—	1
<b>MISSOURI</b>				
Washington U., St. Louis	—	1	—	1
<b>NEBRASKA</b>				
University of Nebraska	2	—	—	2
<b>NEVADA</b>				
U. of Nevada @ Las Vegas	1	—	—	1
<b>NEW HAMPSHIRE</b>				
Dartmouth College	1	—	—	1
<b>NEW JERSEY</b>				
Princeton University	—	1	—	1
Rutgers University	2	—	—	2
<b>NEW YORK</b>				
Columbia University	2	—	—	2
Cornell University	—	1	—	1
SUNY at Binghamton	1	—	—	1
SUNY at Buffalo	2	—	—	2
SUNY at Stony Brook	1	—	—	1
Syracuse University	3	—	—	3
SUNY, Albany	2	—	—	2
<b>NORTH CAROLINA</b>				
Appalachian St. U.	—	1	—	1
North Carolina St. U.	1	—	—	1
University of NC, Greensboro	1	—	—	1
<b>OHIO</b>				
Bowling Green State U.	1	—	—	1
Kent State University	—	1	—	1
Ohio State University	6	—	—	6
Case Western Reserve Univ.	1	—	—	1
Union Institute	1	—	—	1
<b>OKLAHOMA</b>				
Oklahoma State U.	2	—	—	2
University of Oklahoma	1	—	—	1
<b>OREGON</b>				
University of Oregon	2	—	—	2
<b>PENNSYLVANIA</b>				
Lehigh University	3	—	—	3
Penn State University	6	1	—	7
University of Pennsylvania	3	—	—	3
University of Pittsburgh	2	—	—	2
Carnegie Mellon University	1	—	—	1
Temple University	2	—	—	2
<b>RHODE ISLAND</b>				
Brown University	1	—	—	1
<b>SOUTH CAROLINA</b>				
Clemson University	—	1	—	1
University of South Carolina	4	—	—	4
<b>TENNESSEE</b>				
East Tennessee State U.	—	1	—	1
Memphis State U.	1	—	—	1
University of Tennessee	4	1	—	5
<b>TEXAS</b>				
Texan Christian University	1	—	—	1
University of Houston	1	—	—	1
University of North Texas	1	—	—	1
University of Texas	2	—	—	2
<b>UTAH</b>				
University of Utah	2	—	—	2

Highest Degrees Awarded to Tenured/Tenure-Track Faculty Academic Year 1999-2000 (continued)

Institution Granting Degree	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>VIRGINIA</b>				
University of Virginia	2	--	--	2
Va. Polytechnic Inst. & St. Univ.	2	--	--	2
<b>WASHINGTON</b>				
University of Washington	1	--	--	1
<b>WEST VIRGINIA</b>				
West Virginia U.	--	1	--	1
<b>WISCONSIN</b>				
University of Wisconsin-Madison	1	--	--	1
<b>FOREIGN COUNTRIES</b>				
Technion-Israel Inst. of Tech.	1	--	--	1
University of Toronto	1	--	--	1
University of Guelph, Canada	1	--	--	1
University of Calgary, Canada	1	--	--	1
BITS, India	--	1	--	1

<b>Tenured/Tenure-Track Faculty</b>				
<b>Subtotal</b>	<b>183</b>	<b>32</b>	<b>0</b>	<b>215</b>

\*Includes 4 MFAs, 3 Masters in Med Tech/Resp. Therapy,  
and 1 Master's in Social Work.  
(considered to be terminal in their fields)

**Highest Degrees Awarded to Full-Time Contractual Faculty  
By State & Institution  
Academic Year 1999-2000**

Institution Granting Degree	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>ARIZONA</b>				
University of Arizona	--	1	--	1
<b>CALIFORNIA</b>				
UCLA	1	--	--	1
<b>DELAWARE</b>				
University of Delaware	--	2	--	2
<b>DISTRICT OF COLUMBIA</b>				
George Washington University	1	1	--	2
<b>GEORGIA</b>				
Emory University	--	1	--	1
<b>KANSAS</b>				
University of Kansas	--	1	--	1
<b>MARYLAND</b>				
St. John's College	--	1	--	1
Salisbury State University	--	13	4	17
U. of Baltimore	--	1	1	2
Washington College	--	1	--	1
University of MD, Eastern Shore	--	1	--	1
University of MD, Baltimore	1	--	--	1
University of MD, College Park	--	2	--	2
Towson State University	--	1	--	1
<b>NEW YORK</b>				
Syracuse U.	1	--	--	1

Institution Granting Degree	No. of Degrees			TOTAL
	Doct.	Mast.	Bach.	
<b>NORTH CAROLINA</b>				
Appalachian State U.	--	1	--	1
E. Carolina U.	--	1	--	1
<b>OHIO</b>				
Kent State University	1	--	--	1
Ohio State University	1	--	--	1
<b>OKLAHOMA</b>				
U. of Oklahoma	1	--	1	2
<b>PENNSYLVANIA</b>				
Duquesne U.	1	--	--	1
Lehigh U.	--	1	--	1
Penn State U.	--	1	--	1
<b>VIRGINIA</b>				
James Madison U.	--	--	1	1
<b>WEST VIRGINIA</b>				
West Virginia U.	--	--	1	1

<b>Full-Time Contractual Faculty</b>				
<b>Subtotal</b>	<b>8</b>	<b>30</b>	<b>8</b>	<b>46</b>

<b>Full-Time Faculty</b>				
<b>GRAND TOTAL</b>	<b>191</b>	<b>62</b>	<b>8</b>	<b>261</b>

Tenured/Tenure-Track Faculty: 41 states, the District of Columbia and 4 foreign countries represented;  
85.0% with doctoral degrees, 88.8% with terminal degrees.  
All Full-Time Faculty (261): 41 states, the District of Columbia and 4 foreign countries represented;  
73% with doctoral degrees; 76.2% with terminal degrees.

**Number of Employees**  
*By Occupational Category and Status*  
**Fall 1995 - Fall 1999**

Category/Status	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999	% Change 1995 - 1999
<b>Executive/Administrative</b>						
Full-Time	80	83	79	78	63	-21.3%
Part-Time	5	5	2	2	2	-60.0%
Subtotal	85	88	81	80	65	-23.5%
<b>Faculty**</b>						
Full-Time						
Permanent*	200	204	207	212	215	7.5%
Temporary	45	50	47	51	46	2.2%
Subtotal	245	254	254	263	261	6.5%
Part-Time	111	98	114	108	133	19.8%
Subtotal	356	352	368	371	394	10.7%
<b>Professional***</b>						
Full-Time	68	68	90	106	123	80.9%
Part-Time	5	6	11	16	16	220.0%
Subtotal	73	74	101	122	139	90.4%
<b>Teaching &amp; Research Assistants</b>						
Full-Time	-	-	-	-	-	-
Part-Time	-	1	1	4	3	-
Subtotal	-	1	1	4	3	-
<b>Technical/Paraprofessional</b>						
Full-Time	16	33	34	33	30	87.5%
Part-Time	1	-	2	1	-	-100.0%
Subtotal	17	33	36	34	30	76.5%
<b>Secretary/Clerical</b>						
Full-Time	190	183	192	174	169	-11.1%
Part-Time	52	52	48	66	43	-17.3%
Subtotal	242	235	240	240	212	-12.4%
<b>Skilled Crafts</b>						
Full-Time	17	17	17	16	16	-5.9%
Part-Time	-	-	-	-	-	0.0%
Subtotal	17	17	17	16	16	-5.9%
<b>Service/Maintenance</b>						
Full-Time	242	212	227	225	214	-11.6%
Part-Time	12	11	21	44	85	608.3%
Subtotal	254	223	248	269	299	17.7%
<b>TOTALS</b>						
Full-Time	858	850	893	895	876	2.1%
Part-Time	186	173	199	241	282	51.6%
<b>GRAND TOTAL</b>	<b>1044</b>	<b>1023</b>	<b>1092</b>	<b>1136</b>	<b>1158</b>	<b>10.9%</b>

\*Excludes faculty on leave of absence without pay.

Source: MHEC Employees in Institutions of Higher Education

o:\fb9900\62x.wb2



**Full-Time and Part-Time Employees  
By Category, Gender, and Ethnicity  
Fall Semester 1999**

Category/Sex	White		African-American		Other*		Total	
	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time	Full-Time	Part-Time
<b>Executive/Administrative</b>								
Male	38	-	4	-	-	-	42	-
Female	20	2	1	-	-	-	21	2
Subtotal	58	2	5	-	-	-	63	2
<b>Faculty**</b>								
Male	151	52	5	2	8	3	164	57
Female	92	70	3	1	2	5	97	76
Subtotal	243	122	8	3	10	8	261	133
<b>Professional***</b>								
Male	60	7	2	-	3	-	65	7
Female	54	8	4	1	-	-	58	9
Subtotal	114	15	6	1	3	-	123	16
<b>Teaching &amp; Research Assistants</b>								
Male	-	1	-	-	-	-	-	1
Female	-	2	-	-	-	-	-	2
Subtotal	-	3	-	-	-	-	-	3
<b>Technical/Paraprofessional</b>								
Male	17	-	2	-	-	-	19	-
Female	10	-	1	-	-	-	11	-
Subtotal	27	-	3	-	-	-	30	-
<b>Secretary/Clerical</b>								
Male	8	8	2	-	-	-	10	8
Female	134	34	22	1	3	-	159	35
Subtotal	142	42	24	1	3	-	169	43
<b>Skilled Crafts</b>								
Male	13	-	3	-	-	-	16	-
Female	-	-	-	-	-	-	-	-
Subtotal	13	-	3	-	-	-	16	-
<b>Service/Maintenance</b>								
Male	55	18	68	7	2	1	125	26
Female	32	40	56	19	1	-	89	59
Subtotal	87	58	124	26	3	1	214	85
<b>TOTALS</b>								
Male	342	86	86	9	13	4	441	99
Female	342	156	87	22	6	5	435	183
<b>Grand Total</b>	<b>684</b>	<b>242</b>	<b>173</b>	<b>31</b>	<b>19</b>	<b>9</b>	<b>876</b>	<b>282</b>

\*\*Other\* indicates all other ethnic groups (Hispanic, Asian-American, and American Indian) exclusive of African-Americans and whites.

\*\*Includes 46 Full-time contractual faculty.

\*\*\*Includes accountants, nurses, counselors and librarians.

o:\fb9900\63c.wb2

Source: MHEC Employees in Institutions of Higher Education as of November 1999.

**Summary of Faculty Characteristics**  
**Includes Full-time Contractual Faculty**  
**Fall 1995 - Fall 1999**

Characteristic	1995		1996		1997		1998		1999	
	#	%	#	%	#	%	#	%	#	%
<b>HEADCOUNT</b>										
Tenured or Tenure-Track	200	81.6%	204	80.3%	207	81.5%	212	80.6%	215	82.4%
Full Time Contractual	45	18.4%	50	19.7%	47	18.5%	51	19.4%	46	17.6%
<b>Total</b>	<b>245</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>263</b>	<b>100.0%</b>	<b>261</b>	<b>100.0%</b>
<b>SCHOOL</b>										
Fulton School of Liberal Arts	91	37.1%	95	37.4%	96	37.8%	97	36.9%	96	36.8%
Henson School of Science & Technology	89	36.3%	90	35.4%	87	34.3%	92	35.0%	91	34.9%
School of Education & Professional Studies	33	13.5%	36	14.2%	38	15.0%	38	14.4%	40	15.3%
Perdue School of Business	32	13.1%	33	13.0%	33	13.0%	36	13.7%	34	13.0%
<b>Total</b>	<b>245</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>263</b>	<b>100.0%</b>	<b>261</b>	<b>100.0%</b>
<b>ETHNICITY</b>										
African American	10	4.1%	11	4.3%	12	4.7%	10	3.8%	8	3.1%
White	226	92.2%	236	92.9%	235	92.5%	243	92.4%	243	93.1%
Other	9	3.7%	7	2.8%	7	2.8%	10	3.8%	10	3.8%
<b>Total</b>	<b>245</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>263</b>	<b>100.0%</b>	<b>261</b>	<b>100.0%</b>
<b>SEX</b>										
Male	158	64.5%	157	61.8%	155	61.0%	164	62.4%	164	62.8%
Female	87	35.5%	97	38.2%	99	39.0%	99	37.6%	97	37.2%
<b>Total</b>	<b>245</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>263</b>	<b>100.0%</b>	<b>261</b>	<b>100.0%</b>
<b>HIGHEST DEGREE</b>										
Doctorate	180	73.5%	180	70.9%	183	72.0%	181	68.8%	191	73.2%
Masters	56	22.9%	61	24.0%	56	22.0%	66	25.1%	54	20.7%
Bachelors	3	1.2%	3	1.2%	5	2.0%	7	2.7%	8	3.1%
Terminal*	6	2.4%	10	3.9%	10	3.9%	9	3.4%	8	3.1%
<b>Total</b>	<b>245</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>254</b>	<b>100.0%</b>	<b>263</b>	<b>100.0%</b>	<b>261</b>	<b>100.0%</b>
<b>RANK</b>										
Professor	54	27.0%	54	26.5%	56	27.1%	60	28.3%	67	31.2%
Associate Professor	67	33.5%	68	33.3%	66	31.9%	65	30.7%	66	30.7%
Assistant Professor	71	35.5%	73	35.8%	75	36.2%	79	37.3%	76	35.3%
Instructor	8	4.0%	9	4.4%	10	4.8%	8	3.8%	6	2.8%
<b>Total Ranked</b>	<b>200</b>	<b>100.0%</b>	<b>204</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>
Lecturer/Unranked **	45		50		47		51		46	
<b>TOTAL FACULTY</b>	<b>245</b>		<b>254</b>		<b>254</b>		<b>263</b>		<b>261</b>	
<b>TENURED BY RANK</b>										
Professor	54	100.0%	54	100.0%	54	96.4%	59	98.3%	66	98.5%
Associate Professor	65	97.0%	66	97.1%	63	95.5%	63	96.9%	64	97.0%
Assistant Professor	35	49.3%	32	43.8%	31	41.3%	31	39.2%	25	32.9%
Instructor	2	25.0%	3	33.3%	3	30.0%	3	37.5%	1	16.7%
<b>Total Tenured</b>	<b>156</b>	<b>78.0%</b>	<b>155</b>	<b>76.0%</b>	<b>151</b>	<b>72.9%</b>	<b>156</b>	<b>73.6%</b>	<b>156</b>	<b>72.6%</b>
Tenure-Track	44	22.0%	49	24.0%	56	27.1%	56	26.4%	59	27.4%
<b>Total Tenured/Tenure-Track</b>	<b>200</b>	<b>100.0%</b>	<b>204</b>	<b>100.0%</b>	<b>207</b>	<b>100.0%</b>	<b>212</b>	<b>100.0%</b>	<b>215</b>	<b>100.0%</b>
Lecturer/Unranked **	45		50		47		51		46	
<b>TOTAL FACULTY</b>	<b>245</b>		<b>254</b>		<b>254</b>		<b>263</b>		<b>261</b>	

\* Terminal Degrees are MFAs in Art and Communication Arts and MSW in Social Work or Masters in Respiratory Therapy and Medical Technology are considered to be terminal in their fields.

\*\* Full-time Contractual Faculty

o:VB9900Faculty

# Instructional Support, Finance & Facilities





## LIBRARY COLLECTIONS AND TRANSACTIONS

*Fall 1994 through Fall 1999*

	1994	1995	1996	1997	1998	1999
<b>COLLECTIONS</b>						
Number of volumes	228,622	231,405	235,336	240,007	243,698	246,294
Separate government documents collections	178,773	181,955	191,459	198,980	209,277	217,687
Microforms	587,802	609,888	632,650	653,046	668,593	686,751
Current periodical subscriptions	1,656	1,657	1,673	1,668	1,661	1,662
Audio-visual materials	29,555	29,566	29,574	29,589	29,604	10,638
All other library materials (maps, etc.)	23,467	23,467	23,467	23,467	23,467	23,467

<b>TRANSACTIONS</b>						
Total hours open per typical week	101	101	101	101	101	101
General Loans (Circulation)	55,203	55,576	49,442	43,142	38,109	33,536
Reserve Loans	22,843	23,833	23,568	23,102	17,481	15,979
Directional Transactions	12,160	7,535	6,534	17,397	17,907	10,397
Informational Transactions	18,917	18,797	17,237	27,573	22,317	20,320
Bibliographic Instruction						
a. Population served	2,045	2,088	2,099	997	1,737	1,586
b. Number of Classes	134	133	186	76	128	70
Orientations						
a. Population served	1,052	949	795	519	868	1,171
b. Number of Groups	66	71	90	38	47	39

Source: SSU's Library Office

o:\fb9900\64.wb2

## Physical Facilities Inventory 1999-2000

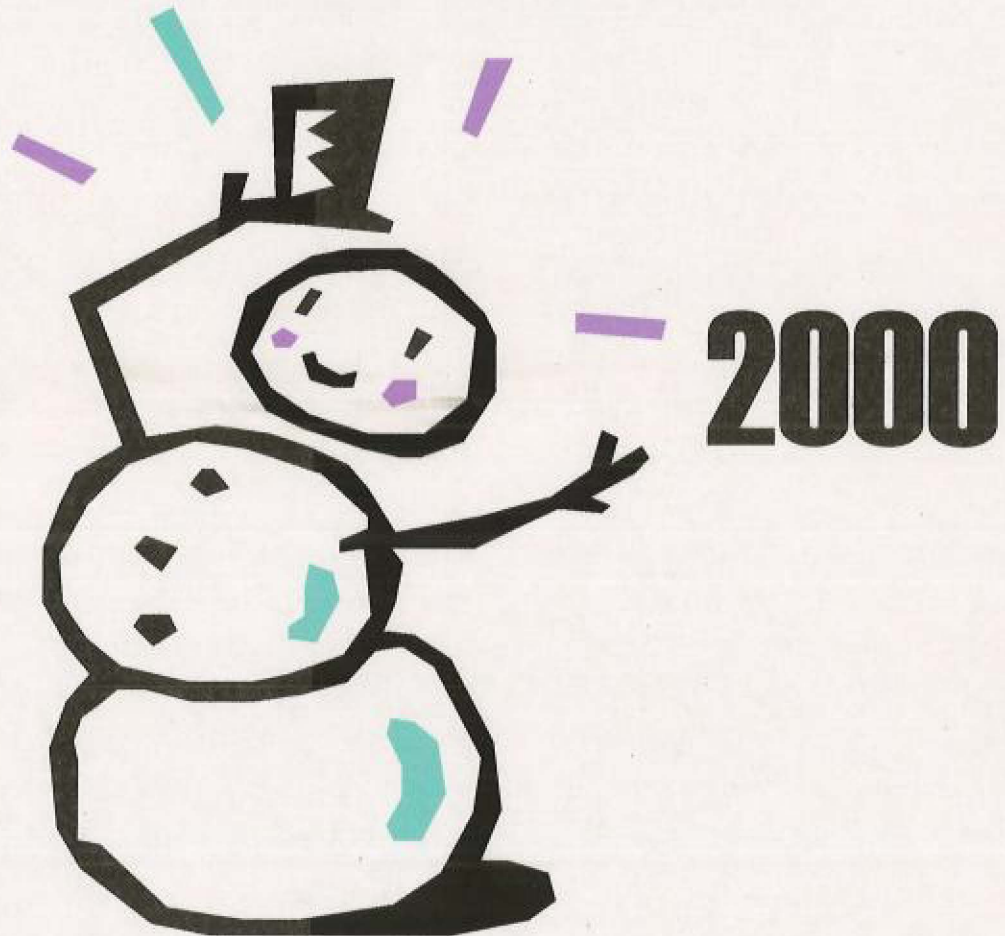
Building Name	Use	Year Built	Year Renovated	Total Square Footage	
				Assignable	Gross
Administrative Services Building	Offices	1965	1992	5,185	6,050
Admissions Center	Offices	1930	--	5,390	7,700
Allenwood Center (Unit 300)	Offices/Lab	Est. 1972	1999	1,304	1,863
Allenwood Center (Unit 400)	Offices	Est 1972	1999	1,304	1,863
Architectural & Engineering Ctr	Offices	Est.1950	--	1,074	1,535
Alumni House	Alumni Support	1996	--	6,135	7,818
Athletic Storage Building	Storage	1999	N/A	2,250	2,250
Athletic Team Building	Sports	1984	--	2,178	3,403
Blackwell Library	Library	1958	1975	40,011	67,125
Caruthers Hall	Classrooms/Offices	1955	1979	33,520	53,523
Center for Conflict Resolution	Offices	1934	1994	2,042	2,917
Chesapeake Hall	Dormitory	1977	--	30,828	45,116
Chester Hall	Dormitory	1974	--	32,291	48,118
Choptank Hall	Dormitory	1972	--	32,291	48,118
Commons Building	Dining Hall	1997	--	87,212	124,589
Devilbiss Science Hall	Classrooms/Offices	1967	--	38,153	59,886
Dogwood Village	Dormitory	1985	--	20,225	26,880
Faculty Development House	Academic	1937	--	2,590	3,085
Fulton Hall	Classrooms/Offices	1991	--	50,706	95,000
Graduate House	Academic	1910	--	3,027	4,324
Greenhouse	Maintenance	1994	--	4,800	5,150
Grounds Storage Building	Storage	1999	N/A	1,875	1,875
Holloway Hall	Classrooms/Offices	1924	1976	64,390	118,127
Honors House	Classrooms/Offices	1956	1994	2,762	3,946
International House #1	Residential	1935	1993	1,400	2,000
International House #2	Residential	1943	1995	1,791	2,559
Language House	Offices	1929	--	2,655	3,340
Maggs Annex 1 & 2	Offices			1,920	2,560
Maggs Physical Activity Center	Classrooms/Offices	1977	--	97,140	138,771
Maintenance	Maintenance	1980	--	19,495	24,949
Manokin Hall	Dormitory	1964	--	13,612	21,735
Nanticoke Hall	Dormitory	1968	--	23,222	36,290
Philosophy House	Classrooms/Offices	1942	--	1,720	2,457
Pocomoke Hall	Dormitory	1967	--	13,599	21,735
Potomac Hall	Classrooms/Offices	1977	1988	12,722	18,000
Powell Center	Student Act./offices	1966	1977	29,697	39,426
Power Professional Building	Classrooms/Offices	1989	--	21,486	30,695
President's Residence	Residential	Est. 1930	1994	3,684	5,264
Regents Retreat	Residential	Est. 1965	1996	756	1,080
Severn Hall	Dormitory	1990	--	31,952	48,118
St. Martin's	Dormitory	1986	--	42,824	54,205
Storage Facility	Storage	Unknown	--	3,360	4,800
Tennis Barn	Sports	1975	--	19,500	20,000
University Center	Student Act.	1988	--	37,854	72,718
University Center Annex B	Offices	1951	1980	538	768
Wicomico Hall	Dormitory	1951	1980	13,607	21,735
<b>Total</b>				<b>866,077</b>	<b>1,313,466</b>
	Total square footage consisting of:				
	1) Auxiliary Enterprises (dormitories, student union, dining hall)			403,665	601,682
	2) Other			462,412	711,784
Acres of Land Maintained		129.76			

o:\fb9900\65.wb2



SALISBURY, MD. 21801  
SALISBURY UNIVERSITY  
BLACKWELL LIBRARY

# WINTER TERM ENROLLMENT



INSTITUTIONAL ASSESSMENT, RESEARCH & ACCOUNTABILITY  
Holloway Hall 260



**DEGREE-SEEKING STUDENTS ENROLLED BY MAJOR AND SCHOOL  
WINTER TERMS: 1996 to 2000**

UNDERGRADUATE SCHOOL	1996	1997	1998	1999	2000	4-Yr. Change	1-Yr. Change
<b>School of Business</b>							
Accounting	55	48	44	42	21	-62%	-50%
Business Administration	144	140	121	157	169	17%	8%
Info.Sys.Mgmt.Network	16	18	31	35	48	200%	37%
Economics	7	5	2	2	5	-29%	150%
<b>Subtotal</b>	<b>222</b>	<b>211</b>	<b>198</b>	<b>236</b>	<b>243</b>	<b>9%</b>	<b>3%</b>
<b>School of Liberal Arts</b>							
Art	13	12	17	11	21	62%	91%
Art (Fine)	2	-	-	-	-		
Communication Arts	81	82	68	79	67	-17%	-15%
English	25	22	19	23	14	-44%	-39%
French	1	-	2	-	-		
History	38	38	38	24	19	-50%	-21%
Liberal Studies	41	30	23	34	21	-49%	-38%
Music	3	3	1	2	4	33%	100%
Philosophy	4	8	6	3	1	-75%	-67%
Political Science	16	14	20	10	15	-6%	50%
Psychology	59	64	51	35	41	-31%	17%
Social Science	-	-	-	-	-		
Sociology	8	7	7	6	5	-38%	-17%
Spanish	2	4	1	3	1	-50%	-67%
<b>Subtotal</b>	<b>293</b>	<b>284</b>	<b>253</b>	<b>230</b>	<b>209</b>	<b>-29%</b>	<b>-9%</b>
<b>School of Education &amp; Professional Studies</b>							
Elementary Education	115	118	114	86	73	-37%	-15%
Leisure Studies	-	-	-	-	-		
Military Science	-	-	-	-	-		
Physical Education	74	71	65	87	81	9%	-7%
Social Work	37	33	37	37	20	-46%	-46%
<b>Subtotal</b>	<b>226</b>	<b>222</b>	<b>216</b>	<b>210</b>	<b>174</b>	<b>-23%</b>	<b>-17%</b>
<b>School of Science &amp; Technology</b>							
Biology	109	109	103	65	49	-55%	-25%
Chemistry	12	6	6	4	13	8%	225%
Environmental Health	7	6	5	6	2	-71%	-67%
Geography	11	12	14	4	10	-9%	150%
Math Sciences	12	10	15	10	13	8%	30%
Medical Technology	15	11	14	14	10	-33%	-29%
Nursing	39	39	28	31	32	-18%	3%
Physical Science	-	1	-	-	-		
Physics	6	6	3	7	8	33%	14%
Respiratory Therapy	6	16	11	6	4	-33%	-33%
<b>Subtotal</b>	<b>217</b>	<b>216</b>	<b>199</b>	<b>147</b>	<b>141</b>	<b>-35%</b>	<b>-4%</b>
<b>Undeclared Majors</b>	<b>15</b>	<b>24</b>	<b>23</b>	<b>26</b>	<b>17</b>	<b>13%</b>	<b>-35%</b>
<b>TOTAL UNDERGRADUATES</b>	<b>973</b>	<b>957</b>	<b>889</b>	<b>849</b>	<b>784</b>	<b>-19%</b>	<b>-8%</b>
<b>GRADUATE SCHOOL</b>							
Business Administration			29	21	17		-19%
Education			21	4	-		
History				8	-		
English			9	2	1		-50%
Nursing					1		
Psychology					2		
<b>TOTAL GRADUATES</b>	<b>62</b>	<b>53</b>	<b>59</b>	<b>35</b>	<b>22</b>	<b>-65%</b>	<b>-37%</b>
<b>TOTAL ENROLLMENT</b>	<b>1035</b>	<b>1010</b>	<b>948</b>	<b>884</b>	<b>806</b>	<b>-22%</b>	<b>-9%</b>

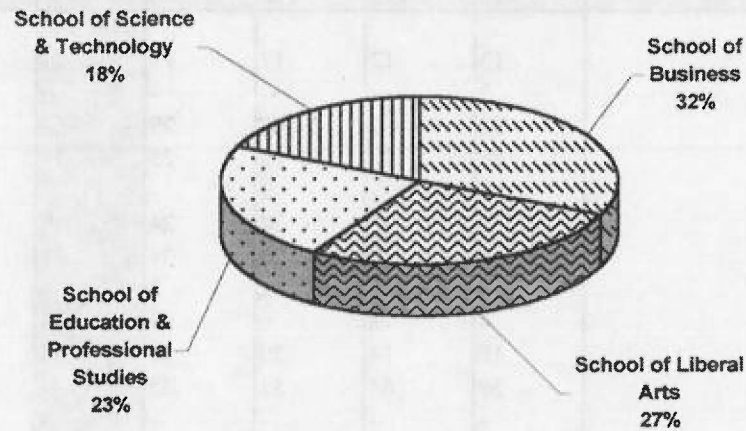
Source: MHEC Enrollment Data by Program and Race, S1 dated 01/18/2K.

o:\winter 2000\w-enr1sch2

Note: Percentile changes calculated against small values should be interpreted with caution!

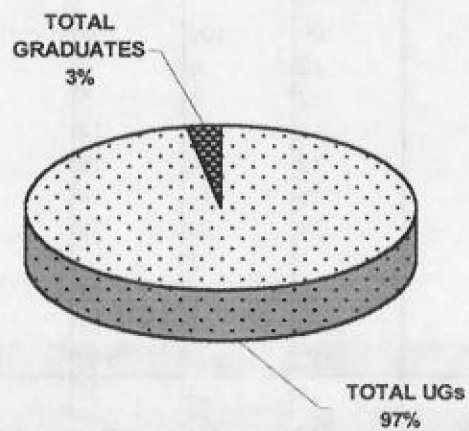


### UG\* Enrollment by School: Winter 2000



\*Excludes students who have not declared a major

### Total Enrollment by Level: Winter 2000



**DEGREE-SEEKING STUDENTS ENROLLED BY MAJOR AND SCHOOL  
WINTER TERMS: 1996 to 2000**

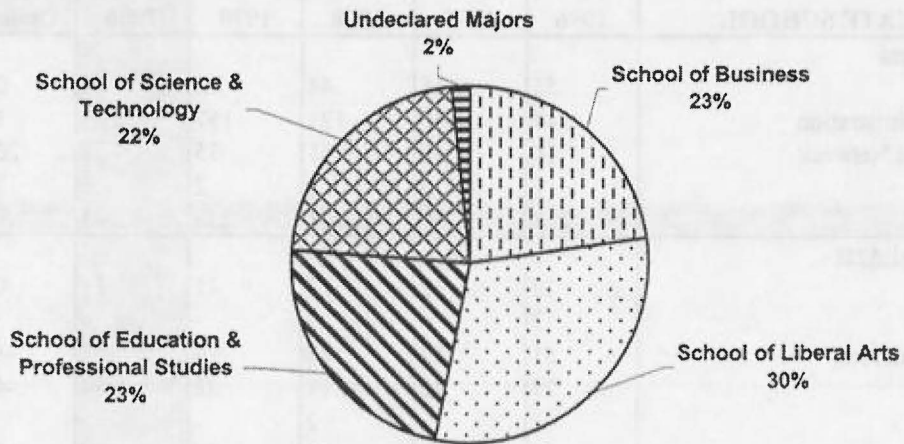
UNDERGRADUATE SCHOOL	1996	1997	1998	1999	2000	4-Yr. Change	1-Yr. Change
<b>School of Business</b>							
Accounting	55	48	44	42	21	-62%	-50%
Business Administration	144	140	121	157	169	17%	8%
Info.Sys.Mgmt.Network	16	18	31	35	48	200%	37%
Economics	7	5	2	2	5	-29%	150%
<b>Subtotal</b>	<b>222</b>	<b>211</b>	<b>198</b>	<b>236</b>	<b>243</b>	<b>9%</b>	<b>3%</b>
<b>School of Liberal Arts</b>							
Art	13	12	17	11	21	62%	91%
Art (Fine)	2	-	-	-	-		
Communication Arts	81	82	68	79	67	-17%	-15%
English	25	22	19	23	14	-44%	-39%
French	1	-	2	-	-		
History	38	38	38	24	19	-50%	-21%
Liberal Studies	41	30	23	34	21	-49%	-38%
Music	3	3	1	2	4	33%	100%
Philosophy	4	8	6	3	1	-75%	-67%
Political Science	16	14	20	10	15	-6%	50%
Psychology	59	64	51	35	41	-31%	17%
Social Science	-	-	-	-	-		
Sociology	8	7	7	6	5	-38%	-17%
Spanish	2	4	1	3	1	-50%	-67%
<b>Subtotal</b>	<b>293</b>	<b>284</b>	<b>253</b>	<b>230</b>	<b>209</b>	<b>-29%</b>	<b>-9%</b>
<b>School of Education &amp; Professional Studies</b>							
Elementary Education	115	118	114	86	73	-37%	-15%
Leisure Studies	-	-	-	-	-		
Military Science	-	-	-	-	-		
Physical Education	74	71	65	87	81	9%	-7%
Social Work	37	33	37	37	20	-46%	-46%
<b>Subtotal</b>	<b>226</b>	<b>222</b>	<b>216</b>	<b>210</b>	<b>174</b>	<b>-23%</b>	<b>-17%</b>
<b>School of Science &amp; Technology</b>							
Biology	109	109	103	65	49	-55%	-25%
Chemistry	12	6	6	4	13	8%	225%
Environmental Health	7	6	5	6	2	-71%	-67%
Geography	11	12	14	4	10	-9%	150%
Math Sciences	12	10	15	10	13	8%	30%
Medical Technology	15	11	14	14	10	-33%	-29%
Nursing	39	39	28	31	32	-18%	3%
Physical Science	-	1	-	-	-		
Physics	6	6	3	7	8	33%	14%
Respiratory Therapy	6	16	11	6	4	-33%	-33%
<b>Subtotal</b>	<b>217</b>	<b>216</b>	<b>199</b>	<b>147</b>	<b>141</b>	<b>-35%</b>	<b>-4%</b>
<b>Undeclared Majors</b>	<b>15</b>	<b>24</b>	<b>23</b>	<b>26</b>	<b>17</b>	<b>13%</b>	<b>-35%</b>
<b>TOTAL UNDERGRADUATES</b>	<b>973</b>	<b>957</b>	<b>889</b>	<b>849</b>	<b>784</b>	<b>-19%</b>	<b>-8%</b>
<b>GRADUATE SCHOOL</b>							
Business Administration			29	21	17		-19%
Education			21	4	-		
History				8	-		
English			9	2	1		-50%
Nursing					1		
Psychology					2		
<b>TOTAL GRADUATES</b>	<b>62</b>	<b>53</b>	<b>59</b>	<b>35</b>	<b>22</b>	<b>-65%</b>	<b>-37%</b>
<b>TOTAL ENROLLMENT</b>	<b>1035</b>	<b>1010</b>	<b>948</b>	<b>884</b>	<b>806</b>	<b>-22%</b>	<b>-9%</b>

Source: MHEC Enrollment Data by Program and Race, S1 dated 01/18/2K.

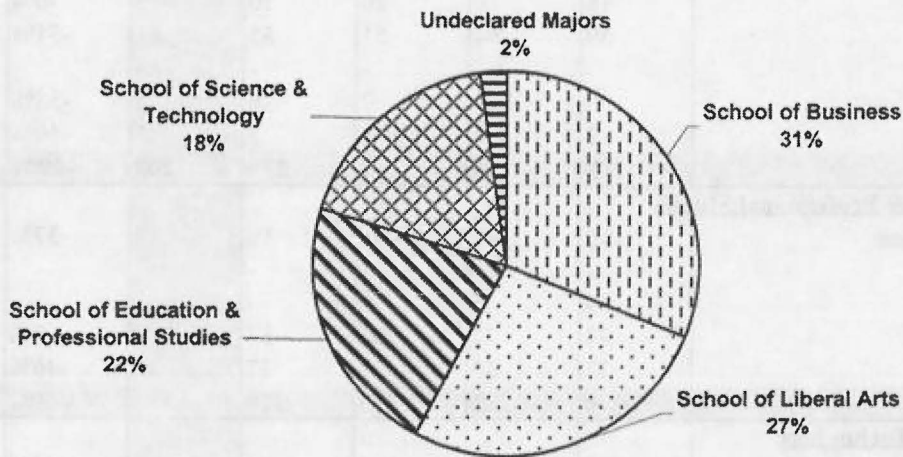
o:\winter 2000\w-enr1sch2

Note: Percentile changes calculated against small values should be interpreted with caution!

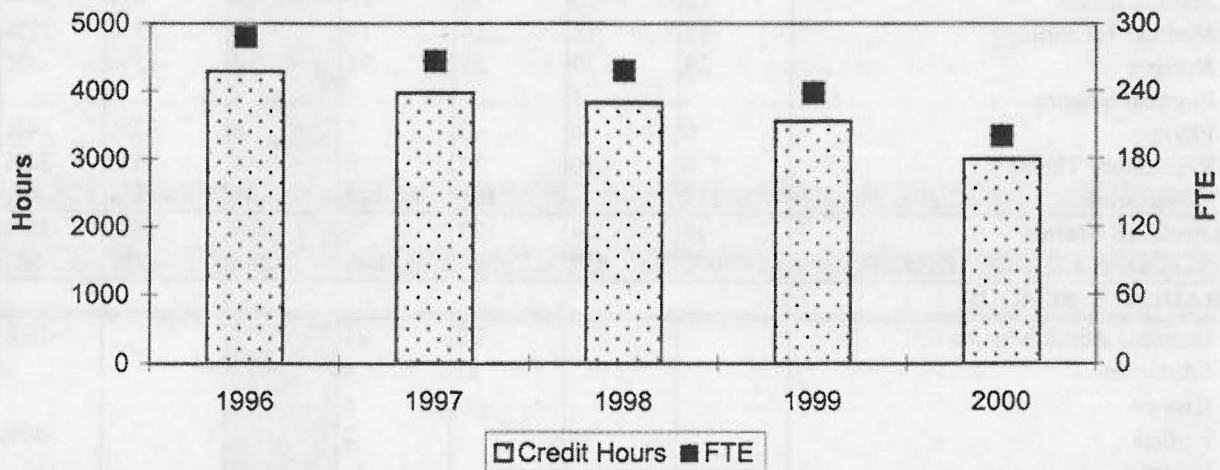
### UG Enrollment by School: Winter 1996



### UG Enrollment by School: Winter 2000



### Total Student Credit Hours & FTE: Winter 1996-2000



**Total Enrollment  
By Age, Status and Gender  
WINTER 2000**

Age Group	Male	Female	TOTAL	Age Group % of Total
<b>Undergraduate</b>				
Less than 20 years old	61	95	156	17.8%
20 - 24	294	307	601	68.8%
25 - 29	18	21	39	4.5%
30 - 34	7	10	17	1.9%
35 - 39	10	11	21	2.4%
40 - 49	2	11	13	1.5%
50 - 59	1	1	2	0.2%
60 and older	0	0	0	0.0%
<b>Total</b>	<b>393</b>	<b>456</b>	<b>849</b>	<b>97.1%</b>
<b>Percentage of UG</b>	<b>46.3%</b>	<b>53.7%</b>	<b>100.0%</b>	
<b>Graduate</b>				
Less than 20 years old	0	0	0	0.0%
20 - 24	3	3	6	0.7%
25 - 29	2	5	7	0.8%
30 - 34	6	2	8	0.9%
35 - 39	0	1	1	0.1%
40 - 49	0	3	3	0.3%
50 - 59	0	0	0	0.0%
60 and older	0	0	0	0.0%
<b>Total</b>	<b>11</b>	<b>14</b>	<b>25</b>	<b>2.9%</b>
<b>Percentage of Graduate</b>	<b>44.0%</b>	<b>56.0%</b>	<b>100.0%</b>	
<b>Total</b>				
Less than 20 years old	61	95	156	17.8%
20 - 24	297	310	607	69.5%
25 - 29	20	26	46	5.3%
30 - 34	13	12	25	2.9%
35 - 39	10	12	22	2.5%
40 - 49	2	14	16	1.8%
50 - 59	1	1	2	0.2%
60 and older	0	0	0	0.0%
<b>Grand Total</b>	<b>404</b>	<b>470</b>	<b>874</b>	<b>100.0%</b>
<b>Percentage of Total</b>	<b>46.2%</b>	<b>53.8%</b>	<b>100.0%</b>	

o:\winter2000\age.xls

Source: MHEC Distribution of Enrollment by Age dated 1/18/2k



**ENROLLMENT BY COUNTY OF RESIDENCE  
WINTER TERM 2000**

County	UG	Graduate	Total
Allegany	2	0	2
Anne Arundel	82	2	84
Baltimore	69	2	71
Baltimore City	4	0	4
Calvert	16	0	16
Caroline	12	0	12
Carroll	24	1	25
Cecil	13	0	13
Charles	18	0	18
Dorchester	25	1	26
Frederick	22	0	22
Garrett	1	0	1
Harford	46	1	47
Howard	37	0	37
Kent	3	0	3
Montgomery	40	0	40
Prince George's	27	0	27
Queen Anne's	6	1	7
St. Mary's	10	0	10
Somerset	17	1	18
Talbot	16	0	16
Washington	8	0	8
Wicomico	142	5	147
Worcester	56	5	61
Unknown	-	-	-
<b>Subtotal</b>	<b>696</b>	<b>19</b>	<b>715</b>

Out-of-State	149	2	151
Foreign	4	4	8
Residence Unknown	-	-	-
<b>Subtotal</b>	<b>153</b>	<b>6</b>	<b>159</b>

<b>Total Combined</b>	<b>849</b>	<b>25</b>	<b>874</b>
-----------------------	------------	-----------	------------

<b>Percent by Region</b>		
Eastern Shore*	303	34.7%
Western Shore	412	47.1%
Out-of-State	151	17.3%
International/Unknown	8	0.9%
<b>Total</b>	<b>874</b>	<b>100.0%</b>

\*Covers Caroline, Cecil, Dorchester, Kent, Queen Anne's, Talbot, Somerset, Wicomico and Worcester Counties.

Source: MHEC Enrollment by County of Origin  
o:\winter2000\w-county.xls

**TOTAL ENROLLMENT  
BY STATE  
WINTER TERM 2000**

County	UG	Graduate	Total	% of Total Combined
California	1	0	1	
Connecticut	5	0	5	
Delaware	28	1	29	3.3%
District of Columbia	1	0	1	
Hawaii	1	0	1	
Illinois	1	0	1	
Iowa	1	0	1	
Louisiana	1	0	1	
Maine	1	0	1	
Maryland	696	19	715	81.8%
Massachusetts	1	0	1	
Michigan	2	0	2	
New Jersey	54	0	54	6.2%
New York	22	0	22	2.5%
North Dakota	1	0	1	
Ohio	1	0	1	
Oklahoma	1	0	1	
Pennsylvania	9	0	9	1.0%
Texas	1	0	1	
Virginia	16	1	17	1.9%
West Virginia	1	0	1	
Unknown	-	-	-	
<b>Subtotal</b>	<b>845</b>	<b>21</b>	<b>866</b>	<b>99.1%</b>
Foreign	4	4	8	0.9%
Residence Unknown	0	0	0	0.0%
<b>Subtotal</b>	<b>4</b>	<b>4</b>	<b>8</b>	<b>0.9%</b>
<b>Total Combined</b>	<b>849</b>	<b>25</b>	<b>874</b>	<b>100.0%</b>

Source: MHEC Enrollment by County of Origin dated 1/18/2k

o:\winter2000\w-state.xls

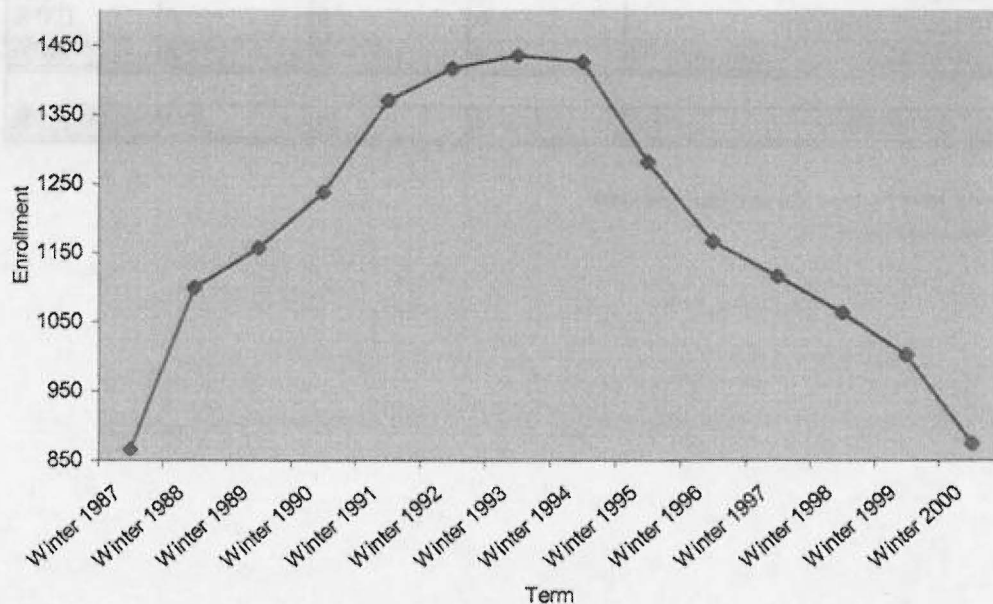
## Total Enrollment for Winter Terms 1987 to 2000

Term	Students			% of Change from Previous Year
	UG	Grad	Total	
Winter 1987	851	15	866	
Winter 1988	1053	46	1099	26.9%
Winter 1989	1131	26	1157	5.3%
Winter 1990	1165	73	1238	7.0%
Winter 1991	1321	49	1370	10.7%
Winter 1992	1346	71	1417	3.4%
Winter 1993	1392	43	1435	1.3%
Winter 1994	1370	56	1426	-0.6%
Winter 1995	1214	67	1281	-10.2%
Winter 1996	1104	62	1166	-9.0%
Winter 1997	1063	53	1116	-4.3%
Winter 1998	996	67	1063	-4.7%
Winter 1999	956	46	1002	-5.7%
Winter 2000	849	25	874	-12.8%

Source: FTE Calculation Reports  
and MHEC Enrollment Program and Race report

o:\totalenrl.xls

### Total Enrollment by Term



# **ENROLLMENT BY COUNTY OF RESIDENCE** **WINTER TERMS 1996 to 2000**

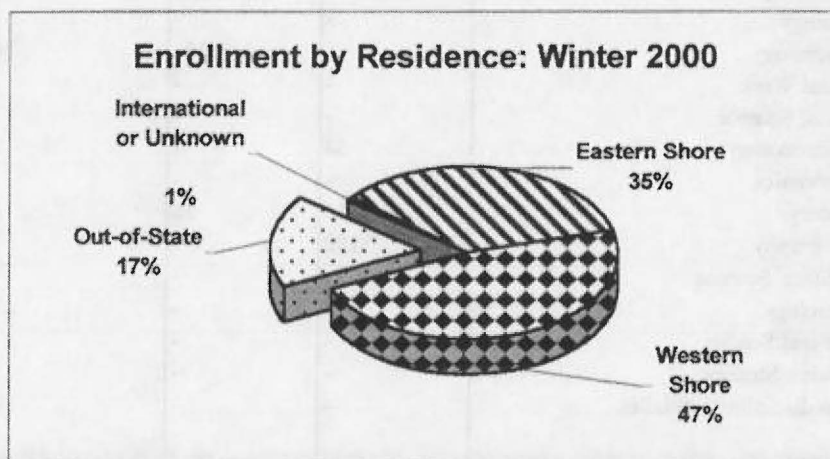
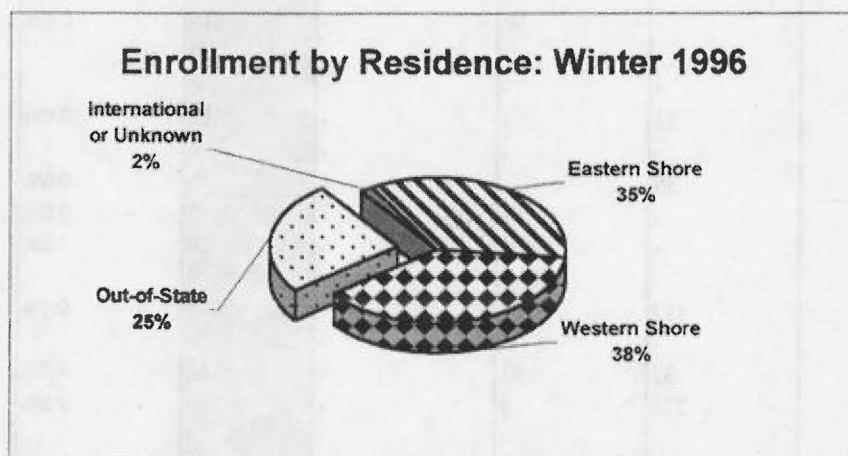
County of Residence	1996	1997	1998	1999	2000	4-Yr. Change	1-Yr. Change
<b>Eastern Shore*</b>	409	393	377	371	303	-25.9%	-18.3%
Percentage of Total	35.1%	35.2%	35.5%	37.0%	34.7%		
<b>Western Shore</b>	444	444	447	439	412	-7.2%	-6.2%
Percentage of Total	38.1%	39.8%	42.1%	43.8%	47.1%		
<b>Out-of-State</b>	295	270	223	183	151	-48.8%	-17.5%
Percentage of Total	25.3%	24.2%	21.0%	18.3%	17.3%		
<b>International/Unknown</b>	18	9	16	9	8	-55.6%	-11.1%
Percentage of Total	1.5%	0.8%	1.5%	0.9%	0.9%		
<b>TOTAL</b>	<b>1166</b>	<b>1116</b>	<b>1063</b>	<b>1002</b>	<b>874</b>	<b>-25.0%</b>	<b>-12.8%</b>

\*Covers Caroline, Cecil, Dorchester, Kent, Queen Anne's, Talbot, Somerset, Wicomico and Worcester Counties.

Source: MHEC Enrollment by County of Origin

Note: Percentile changes calculated against small values should be interpreted with caution!

o\w-county-2.xls





**STUDENT CREDIT HOURS BY DISCIPLINE  
AND COURSE LEVEL  
WINTER TERM 2000**

HEGIS CODE	DISCIPLINE (HEGIS Code)	Student Credit Hours by Course Level			Total SCH	Percentage of Total
		Lower (100-200)	Upper (300-400)	Graduate (400G-600)		
0401	Biology	332	6	-	338	11.3%
0502	Accounting	78	0	-	78	2.6%
0506	Business Administration	75	429	54	558	18.7%
0701	Computer Science	-	-	-	0	
0702	Info.Sys.Mgmt.Network	16	-	-	16	0.5%
0801	Education, General	-	3	-	3	0.1%
0802	Education, Elementary	-	-	-	0	
0803	Education, Secondary	-	-	-	0	
0835	Physical Education	174	185	-	359	12.0%
0901	Pre-Engineering	-	-	-	0	
1001	Art	49	16	-	65	2.2%
1004	Music-Applied	-	-	-	0	
1005	Music	-	-	-	0	
1008	Dance	3	4	-	7	0.2%
1101	Modern Languages	-	18	-	18	0.6%
1102	French	-	-	-	0	
1103	German	-	-	-	0	
1105	Spanish	15	3	-	18	0.6%
1106	Russian	-	-	-	0	
1201	Health	19	-	-	19	0.6%
1203	Nursing	-	-	1	1	0.0%
1223	Medical Technology	-	30	-	30	1.0%
1297	Respiratory Therapy	-	-	-	0	
1501	English	117	153	3	273	9.1%
1509	Philosophy	-	-	-	0	
1597	Communication Arts	33	93	-	126	4.2%
1701	Math Sciences	222	3	-	225	7.5%
1801	Military Science	-	-	-	0	
1902	Physics	-	-	-	0	
1905	Chemistry	-	-	-	0	
1914	Geology	-	-	-	0	
2001	Psychology	-	252	6	258	8.6%
2104	Social Work	-	-	-	0	
2201	Social Science	-	-	-	0	
2202	Anthropology	54	-	-	54	1.8%
2204	Economics	-	-	-	0	
2205	History	246	36	6	288	9.6%
2206	Geography	192	-	-	192	6.4%
2207	Political Science	-	-	-	0	
2208	Sociology	63	-	-	63	2.1%
4901	General Studies	-	-	-	0	
4993	Leisure Studies	-	-	-	0	
4999	Interdisciplinary Studies	-	-	-	0	
<b>TOTALS</b>		<b>1688</b>	<b>1231</b>	<b>70</b>	<b>2989</b>	<b>100.0%</b>
<b>FTE by Course Level</b>						
<b>All disciplines</b>		<b>112.5</b>	<b>82.0</b>	<b>5.8</b>	<b>200.3</b>	

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor  
Job No. NMIS150, Program No. MINS210 dated 1/18/2k.

o:\winter2000\w-schw2k

**STUDENT CREDIT HOURS BY DISCIPLINE**  
**WINTER TERMS 1996 to 2000**

HEGIS CODE	DISCIPLINE (HEGIS Code)	TOTAL CREDIT HOURS					4-Yr.	1-Yr.
		1996	1997	1998	1999	2000	Change	Change
0401	Biology	469	451	442	432	338	-27.9%	-21.8%
0502	Accounting	78	105	81	183	78		
0506	Business Administration	477	393	429	483	558	17.0%	15.5%
0701	Computer Science	-	-	3	-	-		
0702	Info.Sys.Mgmt.Network	72	-	86	-	16	-77.8%	
0801	Education, General	246	251	279	65	3	-98.8%	-95.4%
0802	Education, Elementary	-	-	-	-	-		
0803	Education, Secondary	-	-	-	-	-		
0835	Physical Education	351	441	474	489	359	2.3%	-26.6%
0901	Pre-Engineering	-	-	-	-	-		
1001	Art	9	15	9	27	65	622.2%	140.7%
1004	Music-Applied	-	-	1	-	-		
1005	Music	-	-	-	45	-		
1008	Dance	56	13	17	21	7	-87.5%	-66.7%
1101	Modern Languages	-	9	-	24	18		
1102	French	-	-	-	-	-		
1103	German	-	-	-	-	-		
1105	Spanish	16	28	21	23	18		
1106	Russian	-	-	-	-	-		
1201	Health	120	114	90	90	19	-84.2%	-78.9%
1203	Nursing	14	8	-	3	1	-92.9%	-66.7%
1223	Medical Technology	43	21	33	36	30	-30.2%	-16.7%
1297	Respiratory Therapy	-	-	-	-	-		
1501	English	450	279	240	237	273	-39.3%	15.2%
1509	Philosophy	108	90	-	63	-		
1597	Communication Arts	225	337	261	243	126	-44.0%	-48.1%
1701	Math Sciences	93	147	84	54	225	141.9%	316.7%
1801	Military Science	-	-	-	-	-		
1902	Physics	-	12	6	-	-		
1905	Chemistry	68	92	-	-	-		
1914	Geology	-	-	-	-	-		
2001	Psychology	402	474	441	237	258	-35.8%	8.9%
2104	Social Work	48	-	33	51	-		
2201	Social Science	-	-	3	-	-		
2202	Anthropology	-	-	-	-	54		
2204	Economics	180	108	42	120	-		
2205	History	357	396	369	336	288	-19.3%	-14.3%
2206	Geography	246	156	164	195	192	-22.0%	-1.5%
2207	Political Science	-	-	99	-	-		
2208	Sociology	147	-	93	93	63	-57.1%	-32.3%
4901	General Studies	9	18	30	-	-		
4993	Leisure Studies	-	-	-	-	-		
4999	Interdisciplinary Studies	3	12	-	3	-		
<b>TOTALS</b>		<b>4287</b>	<b>3970</b>	<b>3830</b>	<b>3553</b>	<b>2989</b>	<b>-30.3%</b>	<b>-15.9%</b>
<b>Full-time Equivalency Student Count</b>		<b>288.3</b>	<b>266.7</b>	<b>258.4</b>	<b>238.9</b>	<b>200.3</b>	<b>-30.5%</b>	<b>-16.2%</b>

Source: MINC Faculty Credit Hours and Course Load by Discipline/Instructor.  
 Job No. NMIS150, Program No. MINS210 dated 1/18/2k.

o:\winter 2000\w-schw2k-2.xls

Note: Percentile changes calculated against small values should be interpreted with caution!

**SALISBURY STATE UNIVERSITY  
OFFICE OF INSTITUTIONAL ASSESSMENT, RESEARCH & ACCOUNTABILITY  
HOLLOWAY HALL 260  
410-543-6025**

**PREPARED BY:  
Ms. June Dysart, Program Management Specialist  
&  
Mr. R. Bryan Price, Director**